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ABSTRACT

This book describes the implementation of the Paideia program at Chicago's Sullivan High School in 1984. The Paideia program advocates quality education for all students and involves didactic teaching, coaching, and Socratic questioning of guided discussion. Its goal is to prepare students to earn a living, to prepare citizens for duties in a democracy, and to prepare students for lifelong learning. The Paideia graduating class at Sullivan High School completed a chosen curriculum of 4 years of a foreign language, basic computer classes, and 4 years of math, science, social studies, and English. Class periods were longer, and students were encouraged to participate in class discussions. This book's seven chapters include: (1) "The Engineering of the Paideia Proposal" (the philosophy and objectives of Sullivan High School); (2) "Faculty Selection and Re-Education" (student selection, programming, the all-school semester, and the all-school assembly); (3) "Classroom, Coaching and Community" (classroom visitation, coaching, and parent/community involvement); (4) "Program Evaluation"; (5) "Summary and Recommendations"; (6) "The Paideia Diary: The Administrative Notebook"; and (7) "Appendix" (bibliography, principal operants, the Carnegie grant proposal, the Chicago Summer Institute, and the Department of Research and Evaluation). (SM)

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The Engineering of the Paideia Proposal

The First Year

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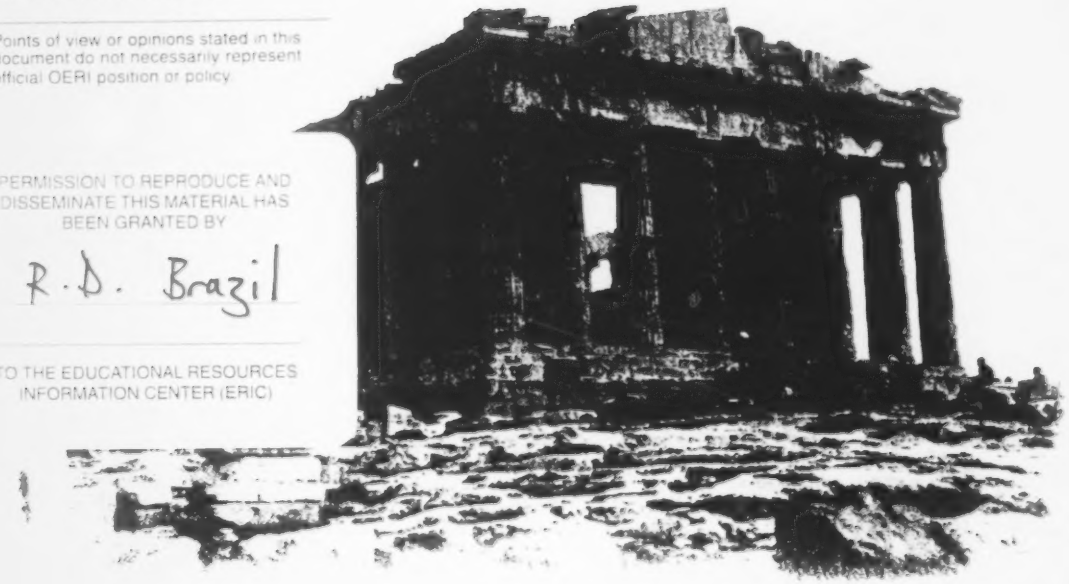

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Robert D. Brazil

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Robert D. Brazil
Principal
Sullivan High School

THE ENGINEERING OF THE PAIDEIA PROPOSAL

THE FIRST YEAR

Foreword by Frederick A. Rogers

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The Engineering of the Paideia Proposal: The First Year 1984-85

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Table of Contents

From the Author 5

Foreword by Dr. Frederick A. Rodgers 7

Introduction by Dr. James Moses 11

Informed Expression — Interview with Dr. Robert D. Brazil 13

Chapter 1 The Engineering of the Paideia Proposal 23
The Philosophy and Objectives of Sullivan High School 28

Chapter 2 Faculty Selection and Re-education 35
Student Selection 38
Programming 43
The All-School Seminar 49
All-School Assembly 52

Chapter 3 Classroom, Coaching and Community 67
Classroom Visitation 70
Coaching — Group Guidance 71
Parent — Community Involvement 75

Chapter 4 Program Evaluation 77

Chapter 5 Summary and Recommendations 99

Chapter 6 The Paideia Diary — The Administrative Notebook 109

Chapter 7 Appendix 123
Bibliography 123
Principal Operants 123
The Carnegie Grant Proposal 124
The Chicago Summer Institute 136
Department of Research and Evaluation 142
Student Attitude Toward Reading 142
Student Opinion Questionnaire 143
Teacher Orientation Questionnaire 147
Paideia Program Year-End Report 149

List of Figures 156

List of Tables 157

From the Author

Once or perhaps twice, a person's lifestyle may be changed by an event that redirects his objectives or goals. The Paideia Proposal, Dr. Mortimer Adler, St. John's College in Santa Fe, and their tutors have done this for me.

If a person can bring together both personal and professional development, mesh vocation with avocation, it sometimes is difficult to ascertain when "work" stops and "play" begins. Often when I am leading an interesting seminar in my school, I consider how wonderful it is to be salaried for doing what I love to do. Discussing great works with young minds, reading texts that I had meant to read for twenty years and discussing them in a sociable atmosphere and comfortable setting is not what I think of when I think of employment. I learned more and enjoyed learning more during the 1986-87 school year than during any year in undergraduate or graduate school. What you experience in essence is what you teach to youth. However, teaching is not what you're doing in this process. You're nurturing growth the way a farmer works his fields and changing behavior not by lecture but cooperative discussion. You're growing and learning because you're listening not lecturing. You're becoming wiser because so many are truly sharing points of view with you that you would not have heard if lecturing was the only medium that you employ in your class. You are effecting an environment commensurate with the interests and abilities of students because you are directly involved with their responses.

I am eternally grateful for the assistance and guidance given to me by the Chicago Board of Education, Superintendent Manford Byrd and Dr. Frederick A. Rodgers, Professor, University of Illinois, Urbana-Champaign.

Finally, I humbly thank the W. Alton Jones Foundation for direct and multi-faceted assistance in the writing of this book and improving in general the Sullivan High School Paideia Program.

Robert D. Brazil
Principal
Chicago Sullivan
High School

"But often in the world's most crowded streets,
But often, in the din of strife,
There arises an unspeakable desire
After the knowledge of our buried life."

* Matthew Arnold, *The Buried Life*, [1852], Stanza 6, p. 620b.

"You are more than the earth, though
you are such a dot;
You can love and think, and the earth
cannot!"

* William Brighty Rands, *The Child's World*, Stanza 5, p. 626b.

"We do not what we ought;
What we ought not, we do;
And lean upon the thought
That Chance will bring us through."

* Matthew Arnold, *Empedocles on Etna*, [1852], line 237, p. 620b.

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* John Bartlett, *Familiar Quotations*, Little, Brown and Company, 1955.

FOREWORD

For many years I have taught undergraduate teacher education majors a social studies methods course. A major component of the course deals with skills that are a fundamental part of learning, creating, and applying social science information. In short, it was essential to learn certain skills well if one is to understand the social behavior of man in his environment and toward other people in the society and throughout the world. Over the years I have been impressed by the fact that few of the undergraduates that I have taught have mastered the necessary skills to handle intelligently major concepts and generalizations in different social science areas. It became apparent that these students did not command enough specific knowledge in any of the social science areas to make the mastery and use of the wide range of skills to deal with a number of different social problems, activities, and phenomena. Based on these observations, I concluded that one cannot teach what one does not know. For skills to be used properly, one must know the content to be manipulated so that the application of the skills sequence leads to meaningful outcomes.

In the early 1970's, I authored a curriculum text, *Curriculum and Instruction in the Elementary School*, and explored the relationship between basic skills and intellectual processes. Because man uses his intellect to solve his problems and adjust to his surroundings, youth must be prepared to use intellectual processes to understand social phenomena and our physical environment. The learning and application of intellectual process requires the use of basic skills to process information for meaningful use. This notion is captured in the statement I made at that time:

> "Since intellectual processes represent the intellectual functions involved in problem solving or thinking through complex situations, part of their meaning is derived from the basic skills employed to complete the function." p. 20.*

I am reminded of my thinking on the relationship that has to exist between basic study skills and intellectual processes as I read the implementation of the Paideia Proposal in Sullivan High School in the Chicago Public Schools.

The major assumption of the Paideia program is that students should

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* Frederick A. Rodgers, *Curriculum and Instruction in the Elementary School*, New York, MacMillan, 1975.

be exposed to the intellect of thoughtful individuals throughout the ages. They would and should read the original thoughts of these individuals, and should be given the opportunity to respond to various ideas individually and as a member of a community based on their personal experiences and opinions. In order to make this assumption a reality, students and teachers alike must learn to coordinate the use of skills with intellectual processes as a means of examining themes and issues that define and describe human conditions across time, space, and groups of people. The Paideia program approaches this problem in a straightforward and meaningful way that helps students and teachers alike to grow, develop and think.

The Paideia program will have a tremendous impact on administrators, teachers, and students alike. Because the very foundation of the program is the pursuit and understanding of ideas, it will alter the learning and intellectual environment of the school and treat all the players in the drama as thoughtful human beings. Paideia states, without reservation, that all learning and growth is dependent on sound ideas about the nature of mankind and his relationship with the environment and other members of the community. The Paideia program asserts that throughout time the basis of solving basic human problems is knowledge, experience, and honest inquiry. Paideia provides students and teachers with the means to extend their minds by trying to understand how they relate to the social and physical world as individuals and thoughtful members of the human family.

Paideia raises the expectations for teachers and students by raising the standards and the levels of discourse. For students in the inner city, high standards and expectations have been too long neglected. The beneficial effects of high standards and expectations focused on high quality, instruction, and materials are two-fold: *teachers* must study and learn about new ideas and *students* must integrate new ideas into their personal and intellectual lives. Staff development and self-improvement are required of all teachers in the Paideia program because they cannot teach what they do not know and understand. In order to guide the thinking of students using idea-based materials, teachers will have to become learners because of the explorative and inquiring nature of the material. The pursuit of fundamental ideas applied to one's life promotes growth or hastens retreat.

Students in the Paideia program are asked to make a personal commitment to approach ideas honestly and relate those ideas to their personal experience and opinions. This experience has the power to change their view of ideas and intellectual processes. Students become responsible for the quality of their ideas and observing the world around them. At this point, students are placed in a position to improve their understanding of basic ideas through careful thought. In the final analysis, careful thought about the human condition provides a sound,

cultural foundation for it helps students to see themselves as part of a community that has to relate and interrelate to survive and share a good life with more people. Paideia enables students to contemplate a meaningful role as a functional member of the community.

The Paideia program promotes the sharing of productive ideas with the total school community. As such it raises the level of thought and discourse that must be present if a school community is to accomplish its collective goals. When fundamental ideas are shared by members of the school community, it becomes an act of respect. Personal opinions based on critical analysis and reflective inquiry into fundamental ideas lets students know that any social and personal problems can be approached with an intellectual solution. Students are taught that the mind is a fundamental part of the action that leads to the solution of a problem.

Lastly, Paideia places an emphasis on reading about meaningful ideas. It helps students to discuss the place of the written word in the flow of thought over time and space. The universality of knowledge and human experience can only be grasped as students are exposed to the great written works that deal with the ongoing human questions of law, justice, love, values, beauty, community, family, and many other areas of concern to men of all times and places. Paideia helps students to realize that selected readings have the power to free the mind and enrich the soul by releasing the intellectual power of individual students. Freedom of thought and thoughtful action might be the lasting effect on all who are privileged to work and participate in the Paideia program. It is a grand experiment whose time has come and it will help the great minds past and present to merge with youthful minds of today. We all will profit from the experience.

Frederick A. Rodgers
Professor
University of Illinois

"Faithfulness to the truth of history involves far more than a research, however patient and scrupulous, into special facts. Such facts may be detailed with the most minute exactness, and yet the narrative, taken as a whole, may be unmeaning or untrue. The narrator must seek to imbue himself with the life and spirit of the time. He must study events in their bearings near and remote; in the character, habits, and manners of those who took part in them. He must himself be, as it were, a sharer or a spectator of the action he describes."

* Francis Parkman, *Pioneers of France in the New World*, "Introduction," [1865], p. 628b.

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* John Bartlett, *Familiar Quotations*, Little, Brown and Company, 1955, p. 628b.

INTRODUCTION

Proponents of school reform tend to work in cycles. The first such "back to basics" movement that I can recall occurred in 1957 when the Russians launched their Sputnik satellite into space. There we were, exposed to the eyes of our enemies the Russians, totally naked and defenseless — reform the schools, back to basics, shape up the math and science curriculum, send an American to the moon so that the Russians can feel helpless too.

Round two came in the mid-sixties. After James Coleman's and Daniel Patrick Moynihan's studies on the devastating effects of poverty and discrimination, war was declared, War on Poverty. Attack ignorance, siege apathy, ravage unemployment. How? Money. Federal dollars, pour them into the schools. Back to basics, reform the schools.

Round three came in 1983, when the President's Commission of Excellence in Education decried the "rising tide of mediocrity" in the schools and shrilly declared that if an alien power had done to our schools what we had done ourselves, "we would have regarded it as an act of war." Oh, oh, war again, war on mediocrity, back to basics, reform the schools again — only this time with a new twist: since the billions of federal dollars did not do the job before, this time we will reform the schools without the benefit of any added money.

"The fact is the politicians and pundits use the schools as their favorite whipping boy, their sacrificial goat for society's ills, their "issue" to get themselves elected."

People who have been in the education business for a long time become skeptical after a while of all this talk of school reform, back to basics, war on this and war on that. The fact is the politicians and pundits use the schools as their favorite whipping boy, their sacrificial goat for society's ills, their "issue" to get themselves elected. Then they move on to other issues and other campaigns, leaving the schools pretty much to themselves but not before they pat their colleagues on the back with such solemn intonations as, "We have moved Illinois to the head of the class in school reform nation wide."

Very little that the state or federal government does has any effect on the schools — except in a negative way: they can destroy school reform by underfunding education; but they can not guarantee excellence just by giving the schools some more cash. John Goodlad, after

studying more that a thousand schools for *A Place Called School*, concluded that school reform can work successfully only from the ground up. Excellence in education does not begin with the legislature, it begins with the individual school and faculty, maybe with a single teacher in one classroom. This is why my experience with Dr. Robert Brazil and his staff and faculty at Sullivan High School has been such an uplifting experience. Nobody mandated that Sullivan had to implement Mortimer Adler's Paideia program. No one legislated excellence at Sullivan: the excellence arises from the commitment of a dedicated faculty and administration who grasped this opportunity to improve their teaching skills and their students' learning potentials because of their inner professionalism, not because of a mandate from on high.

And believe me, if as you read this book you become tempted to try the Paideia program in your school, be prepared for hard work. I have been in and out of Sullivan for over a year; I spent three full days in the school with the North Central team — and my assessment is that these people are working hard to make this program successful, and I mean **really hard**.

Is the Paideia program worth the effort? Absolutely. Should your school try to implement it? That depends. If your administration and faculty are committed to educational excellence — and I mean the long term, hunker down, nose to the grindstone commitment, not the quick-fix back-to-basics fad — then go ahead and try. The blueprint is here in this book.

Dr. James C. Moses
August 8, 1985

INFORMED EXPRESSION

Interview with Dr. Robert D. Brazil

November, 1987

TOPIC: The significance of the Paideia Program

Dr. Robert D. Brazil is the principal of Sullivan High School who accepted the responsibility to implement the Paidiea program as an integral part of the school curriculum. Dr. Brazil has received extensive training in the Paideia method of teaching. In addition to his personal study, he has played an active role in providing adequate staff development experiences for teachers in the school. The strategy for implementing the Paideia program and integrating the program into the total school community was largely designed and made operational by Dr. Brazil. This interview is an attempt to compare his views and reactions to the Paideia program personally and professionally. The interview was conducted by Frederick A. Rodgers, Professor of Education, University of Illinois.

Rodgers: **What is the Paideia Program?**

Brazil: The Paideia program was instituted at Sullivan High School in Chicago in 1984. The Paideia graduating class will complete a chosen curriculum of 4 years of a foreign language, basic computer classes, 4 years of math, science, social studies, and English in June of 1988. The Socratic seminar, allied with coaching groups and didactic or lecture classes, constitute the foundation of the Paideia program which answers Dr. Rogers' initial question: what is a Paideia program? In addition, classes in English and history instead of having 5 single period 40 minute classes, each have 3 lecture periods of 40 minutes and 1 double period per week, and are interfaced. This is like the old broad fields or core curriculum where you might study Nathaniel Hawthorne in English supported by an historical background in history.

Rodgers: **How do you think the Paideia program benefits students and teachers?**

Brazil: In my background it was very unusual for students to do a lot of talking in the classroom. If the teacher asks a question at the end

of the chapter she might have had 7 hands, and she would ask the question that she knew the answer to, while looking at a teacher's edition of the text that the students read. After the very first answer that she got or he got, the teacher would go on to the next question. In the Paideia program, that first question, that first answer might not have been the best answer, and several students get to respond by rebutting or supporting that initial answer given to the teacher. You have about 85 to 90% of the class discussion initiated by students. The teacher is a more prominent member of the group, but a member of the group nevertheless and not the whole program, the way classes are normally run. With teachers, it gives them a chance to truly express themselves and not participate as robots, asking and answering questions and giving exams as simply based upon what someone else thinks. That's why it's not a good idea to read the introduction to a book that the students are studying.

There are other benefits for the principal. You have an opportunity to sit and interact with classes in ways that you'd never have a chance to in lecture classes, because the teacher simply lectures, the students listen, there is an exam given, there's a regurgitation of information, and five minutes after the test has been taken, the students forget what was on the exam.

Rodgers: **What are some of the demands that Paideia places on teachers?**

Brazil: Well, the teacher, when he or she asks the opening question, has no idea where the discusssion is going to lead. They don't have all of the answers. They might not have even the answer to the opening question, which in itself might be a good idea. Adler has said that if you have a Socratic Seminar, and if you're not a little bit unsettled when it's over, then it was probably not a good seminar. You can't know all the answers. That's the major demand. What you have to have is some faith in yourself and your students. You have to have read the text carefully. You have to look for inconsistencies within the text, and you have to sit with the class and respect their opinions. Ask the opening question, allow it to register, wait for what you think is a reasonable amount of time, and look for some response by students. Once they have begun, the next point is to get them to support or rebut each other. A higher level is to try to get them to compare the reading that you're discussing presently and one that you've previously had in the class. For example, if the class had read "The Secret Sharer" by Joseph Conrad and they have also had a discussion about Machiavelli's *The Prince* and a use of armies, the question in "The Secret Sharer" might be: why was the naval officer condemned to death, for killing a man who was not doing his duty on the boat which was overwhelmed by waves? The waves constituted the enemy and the officer constituted order. With Machiavelli the discussion was: what

happens to the soldier in peace time? The answer was he is put in the stockade. What happens to him in war, when he leaves the field of battle? He might be killed without penalty to the officer killing him. But in "The Secret Sharer" the officer was supposed to be killed if he had been caught. So the inconsistency there is just who is right? Which author? Which way of thinking?

Rodgers: **What changes in student behavior attributed to the Paideia program have you witnessed?**

Brazil: Well, obviously, if students get a chance to express themselves they become a lot more forthright, a lot more demanding of the teacher, a lot more demanding of what they read, a lot more critical of everything around them. You are gambling when you start students to discussing open questions because it makes them think. And sometimes thinking students are frightening to less thinking teachers.

Rodgers: **How has the Paideia program changed the attitudes of teachers?**

Brazil: Well, I think for me as a teacher, it made me much more respectful of how students think. It has made some students who were sitters and listeners come out of their shells and give you an idea about what they feel the reading has been. You have a much better idea about what a student knows when he is arguing his point, supporting one or the other, or arguing with you. In the all-school seminar, which is offered every other month, some of the readings have been "The Secret Sharer" by Conrad, Dr. Martin Luther King's "Letter From the Birmingham Jail," John Locke's "Of A State of Nature," and Machiavelli's *The Prince*, some excerpts, "The Declaration of Independence," "The Ethics of Living Jim Crow," by Richard Wright. We have a seminar with teachers only, divided into 4 groups of about 20-plus teachers each. We have our own seminar and we try to get some of the major questions out in the open for us. The next day we have an all-school seminar in which we break up into 42 groups of approximately 28 students each. The all-school seminar is a situation in which teachers, 60 or 70 of them, are combined with the entire student body on a major question. Teachers are pretty much on their own, because once they ask the opening question, the class is up for grabs in a very organized kind of way. The teachers don't have the answers at the end of the chapter. What they have, however, is a shared experience with their colleagues. This pulls all of us closer together and after the all-school seminar has been completed, we have a chance to discuss what has taken place. The students never stop arguing about the reading because one of the objectives of the seminar is not to reach closure, but the unanswered questions from the seminar go on and on, obviously making the students and the teachers think more.

Rodgers: **What are some of the lasting benefits to teachers and students you have observed?**

Brazil: A major benefit is you have to read carefully, you have to think through what you have read, you have to speak in a manner which is discernible to all those people around you, and you have to be polite and wait for an opportunity to speak. One of the downsides to this discussion technique is that the discussion might get away from the question that you might want to ask. My advice is to write it down and wait until it comes back to you. And that situation happens at almost every seminar. Benefits for students are unending. We don't have any idea about how much more they're going to read. We do know that they are a little more careful about what they say and how they say it. We know that they're a little more courteous to other students because they've had practice at every seminar of being courteous.

Rodgers: **What are some of the attitudes about the Paideia program expressed by teachers?**

Brazil: I have asked one of our teachers, Ms. Peggy Miller-Kramer, to respond to this question. This is her statement:

What is it like teaching Paideia? That was the article I was asked to write. I never really thought about being a "Paideia" teacher, but upon reflection, being a Paideia teacher is indeed very different from normal classroom teaching. It is more exciting and stimulating.

Being a Paideia teacher means conducting an eighty minute seminar each week in addition to teaching four other traditional classes. If conducting a seminar sounds unheard of or difficult to do with freshmen and sophomores, let me assure you it is only difficult in the beginning. There is a wonderful and unique quality about the seminar, the exchange of ideas between teacher and students facilitated by facing one another in a circle, that normal classroom teaching does not encourage.

The seminar is really the heart of the Paideia experience. Most seminars are based on a classical text with the text becoming a participant in the discussions. The students and the teachers look to the text as a way of defining values. Often the discussion uncovers questions for which there are no answers; this, in turn, leads to more questions. Once the format of the seminar is established (this takes about three seminars to do) the students feel, genuinely able to tell you what they think and to *listen* to what the other students, and you the teacher, have to say. More importantly, they challenge what you

and their fellow students say, forcing all participants to articulate their thoughts accurately. And they are *thinking*. Let me give you an example. I was teaching *The Tempest* to sophomores last year in preparation for the play they were to see at the Goodman Theatre. After they saw the play we discussed not only the play but the production in the seminar. The character of Caliban was rather scantily clothed in the play and one student expressed the opinion that Shakespeare would not agree with that aspect of the production. Another of my students strongly disagreed. He said he felt that Shakespeare emphasized Caliban's beastliness, in contrast to the spiritualness of Ariel, and that beasts are not clothed, the costuming of Caliban only enhanced Shakespeare's original intent. As I listened to their discussion I had to agree with the second student. I had never thought of the costuming in that light and the student's argument persuaded me to change my opinion. It also persuaded the other student and led to a discussion of what a director tries to do when staging a play, particularly one that has been staged as often as *The Tempest*. That is another benefit of the Paideia experience. It demonstrates the need to keep an open mind, to be receptive to the ideas and opinions of others. For a teacher, there is always something fresh and new to be learned from this exchange of ideas with and among one's students. They sometimes have a very unique way of looking at things.

Obviously the Paideia experience has affected my other classes as well. I find that I am much more interested in the ideas of these other students about subjects they are interested in that are introduced through the material we are reading. I try to get them to discuss those ideas with others and with me. They aren't as adept at it as the Paideia students are (they have trouble listening to what the other person is saying) but an added benefit is that they become more open about taking a chance and expressing their opinions in class. The class, I think, becomes more interesting because they are not passive, but actively engaged in learning. They also began to see each other, and me, as persons. It's much harder to be careless of other people's feelings. It is also more difficult for any student to try and hide in the class group.

Being a Paideia teacher is definitely a positive experience. It is a lot more work, but then true Socratic thinking and questioning always is. And it is the kind of work that has its own rewards built in.

Peggy Miller-Kramer
English Dept. Chair
Sullivan High School

Rodgers: **Is the Paideia program helping to improve student performance? In what ways?**

Brazil: I certainly hope so. I mentioned already the all-school seminar which is offered every other month. We have several other kinds. We have what is known as an enrichment seminar, offered once every month. Some of the texts that were read in 1986 were Steinbeck's *The Grapes of Wrath*, Plato's *Apology*, *Heart of Darkness* by Conrad, *Native Son* by Richard Wright, *Killer Angels* by Michael Scherer, Allan Sillitoe's *Loneliness of the Long Distance Runner*, *The Merchant of Venice* by Shakespeare, *The Color Purple* by Alice Walker, and *Othello* by Shakespeare. Those readings are simply displayed in synopsis form in print on the library door and if a student wants additional credit in either English or History he simply picks up a book, reads it in a month's time, meets the principal and two different teachers each month. But the principal is always there. The principal has to read every book that the students read in the school for every major seminar. The students arrive, the program developer takes attendance, and records who wants credit for simply taking part in the discussion, or who wants additional credit for writing the paper with introduction, main idea, and summation. This will be given to one of the cooperating teachers who gives additional credit to that student.

Another kind of seminar was known as the "shared" classroom seminar, in which the principal shares a book with the class. The teacher reads the book, the class reads the book, the principal meets with that class for three consecutive double periods. Some of the titles that were read were *Brave New World* by Huxley, *Huckleberry Finn*, "The Eumenides," *Gilamesh*, "Genesis" in the Bible, *On Property* by John Locke, and "The Minister's Black Veil." These were just some samples of texts selected by teachers and it gives the principal an opportunity to know a class well and to know a teacher better. The success of the class is not entirely the teacher's or the principal's or the class' but everyone together. It takes an awful lot of pressure off a classroom teacher and gives an awful lot of support.

I think that this kind of approach should do nothing but help us to perform better in reading and, Adler hates this phrase, critical thinking. The question is: what are some of the benefits for teachers? I think that some of the observations that they've told me about have had to do with a new respect for students and much more of a demand on them as a teacher, as an artist, and not just a person who lectures, using the same lecture notes from 20-25 years ago, expecting the same answers on exams, and having the children walk to their classes like robots. In using this type of method, there's a spinoff effect. If your classes are not all Paideia Socratic classes, and you have regular lecture classes, the tendency is to allow more students to take part, allow more

answers to be given, and not to assume that the first answer given is the best one or the only one in the classroom. In addition, when we have seminars we mix teachers from different disciplines so that if you have an English teacher, he or she might have a history person or a math person or a science person as co-leader. They get to mix based on departments. We never put two people in the same department together because we want them to look at the same reading, which is all literature, from different points of view, and express that to students. You always try to get two teachers in one class together, and if the teachers disagree about major questions within the seminar, there's nothing wrong with that. But they have to share, they have to support both the class and themselves, and it makes for a more dynamic and viable faculty.

Rodgers: **Is the Paideia Program cost effective?**

Brazil: For this program the most important thing is the principal, who has to be a headmaster. He has to read everything. He has to take part and spend at least one-third of his time daily in the classroom, both observing and taking part in seminars. If you have a full Paideia program in your school you've got to have 3 and 4 classroom seminars per day throughout the day. You can't get to all of them, but you have to space your time so that you can get to your administrative work and get to the regular classroom seminars. The cost of doing this is nothing. Most of the cost comes in trying to get information that's readable, that's discussable for seminars. You have to buy a great number of books. I mentioned a lot of titles, and those titles are not going to get to you for nothing; you have to buy them. I suggest sets of 50 because of attrition and the utilization of the text. We were given a program developer and a math-computer specialist by the Chicago Board of Education. It's great to have those people and the program works very well with them; but if you didn't have those people, what you would have to do is free teachers of some other responsibilities and have them act in that stead and you would have to run the program without the additional staff. But it can be done within a large school or a little red school house. It can just be run better, obviously, with more people involved.

Rodgers: **Do you think all students could profit from the Paideia Program?**

Brazil: Certainly. I mentioned that they become more disciplined, they become more supportive, they become more discerning in what they say and how they think. I think that any student should learn from discussion. Any student should learn from reading. Any student should learn from critiquing what has been placed before him. Any student should be able to make comparisons and ask questions he or she

normally would not ask. So there are many advantages to opening a student's mind and supporting or rebutting whatever that discussable topic was.

Rodgers: **Based on your Paideia Program, have you changed your view on the nature of a quality educational experience?**

Brazil: I most certainly have. I have been asked the question many times: how did you happen to come up with the idea of the all-school seminar? Well, one was given at St. John's College in Santa Fe, New Mexico. There's a second campus at Annapolis. I haven't been to that one. But I did spend the summers of 1984, 1985, and 1986 at St. John's in Santa Fe, and they had an all-college seminar. They have fewer students — about 300 and I figured that I have about 1200 students at Sullivan. I would just have to expand that role. So that's what happened. In addition, I felt that if I wanted . . . if I were a high school freshman, what kind of education would I want. I would want this kind, knowing what I know now, as an adult and having gone through many educational programs. I realized that something more than just educational classes should go into the make-up, the background, the very fiber of what a teacher has to be. They can't simply come out with textbooks on opinions because that's just not enough. They need to read a great deal of literature, a great deal of important documents. Many of the great books are of simply great writings, great discussions, great readings. They have to be reread in their entirety every time they are discussed. And once you have a teacher who is skilled in this process, you have a person who can push and foster quality education.

Rodgers: **How has the Paideia Program changed you as a person?**

Brazil: Well, firstly I have to spend a lot of nights reading books, papers, at least 3 books a month, and it's made me a lot more comfortable with what I'm doing as a teacher and principal. It's brought me a lot closer to my faculty because they see that I'm doing what they're doing. Many times they get a chance to observe me at least once a month in enrichment seminars in which we invite teachers to view while a group of perhaps 25-30 students takes part in an enrichment seminar. And they have a chance to critique what I'm doing and they let me know what I did wrong at one point or another. I think the idea of having to go to St. John's certainly changed my way of thinking. I didn't go voluntarily. I was ordered to go. And I went kicking and screaming. But once I got there and I read some very difficult material and I took part in the Socratic seminars, I noticed that I didn't forget a lot of the information that was offered as I would have forgotten a simple lecture with note-taking and an exam. I began to realize that perhaps this was the way to go. So I started reading a lot more, all the books that I

mentioned and many more. I started writing more proposals directed toward getting Paideia monies from different groups who were willing to offer it because we were doing something different. I felt a lot more comfortable in telling teachers what I felt the goal of education should be. And because I was taking an active part in it, they didn't feel I was simply parroting some author who had written this book 20 or 15 years ago. I began to truly, actively take part in the education of the students in my school. I participated in the teaching of everyday classes. I began to know them a lot better by first and last names, who their friends were, where their lockers were, because I recognized them a little more instantly. The tendency in most schools is to know who the stars are and the students who cause problems. I began to see a lot more of the students in between as more than simply students walking through the corridor, because I saw them in class. I saw them do good things, I saw them do some things that were improved over the years, and I became like a proud parent watching the growth of the present Paideia seniors and Paideia juniors from their freshman year. And it certainly has made me a person who feels that this program can be instituted any place in the country with very positive results.

Rodgers: **Thank you, Dr. Brazil.**

"Most men eddy about
Here and there — eat and drink,
Chatter and love and hate,
Gather and squander, are raised
Aloft, are hurl'd in the dust,
Striving blindly, achieving
Nothing; and then they die."

*Matthew Arnold, *Rugby Chapel*, [1867], Stanza 6, p. 623a.

For age is opportunity no less
Than youth itself, though in another
dress,
And as the evening twilight fades away
The sky is filled with stars, invisible
by day.

* Henry Wadsworth Longfellow, *Morituri Salutamus*, [1875], Stanza 24, p. 525a.

The love of learning, the sequestered
nooks,
And all the sweet serenity of books.

* Henry Wadsworth Longfellow, *Morituri Salutamus*, [1875], Stanza 21, p. 525a.

* John Bartlett, *Familiar Quotations*, Little, Brown and Company, 1955.

Chapter 1

The Engineering of the Paideia Proposal
Year One 1984-85

INTRODUCTION

My eighth grade teacher at Raymond Elementary School in Chicago gave all of us a homework assignment. We were to memorize and recite the "Gettysburg Address" to her upon completion. The very next day I was very proud to recite Lincoln's speech from memory with some emotion.

Years later, I watched John Van Doren lead a seminar on "The Gettysburg Address" in a Sullivan High School Humanities class. It was very clear to me and most of my students understood the interaction very well. I recalled that I didn't understand any of what I had recited to my eighth grade teacher. I wondered how much I would have learned if she had assigned us "a reading," then held a seminar with us.

A fellow student in college asked me how Alexander Hamilton died. How was I to know, of old age I guess? He told me he had talked to five students and not one knew that Aaron Burr had killed him in a duel. I wondered. I had U.S. History probably two or three times. Could the teachers have been protecting me from violence or did the authors delete this shameful act purposely? I didn't know but I was embarrassed and in 1984 when I heard Steven Van Luchene discuss the value of students reading original documents in schools, I understood fully what he meant.

Finally, while a principal at Sullivan High School, I attended the Graduate Institute of St. John's College in Santa Fe, New Mexico. I was amazed at my retention of material after it was discussed in seminar. Reading, listening to other points of view, whether I agreed or not, served to strengthen my resolve to read more closely and

organize my thoughts before jumping into the conversation. I still haven't perfected it, but it's a great improvement over my undergraduate and graduate philosophy days. I can't remember saying very much in class although I recall receiving top grades after exams and instantly forgetting everything. My reading of THE POLITICS section at St. John's, in which we covered texts written by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, Aquinas, the *Federalist* and *Anti-Federalist Papers*, was very different. Comparing ideas in conflict, in a seminar led by a tutor, then having to respond to all texts read in seminar by two professors in an office for almost two hours, can give you nightmares, but you also have to think. How did I get into this? Why am I here? And why am I advocating a similar experience for all who would be educated?

> **"Everyone understands the distinction between architects who plan buildings and construction engineers who erect them. A similar distinction exists between those of us who have been engaged in the formulation of the Paideia proposal and those on the front line of educational change who have expressed a desire to implement the Paideia program."**
>
> **Mortimer J. Adler,**
> ***Paideia Problems***
> ***and Possibilities***

In October, 1983, before implementation, Dr. Ruth B. Love, General Superintendent, while serving on Dr. Mortimer Adler's committee released an official statement. "Some time ago we in Chicago began discussing the idea of piloting Mortimer Adler's Paideia concept of schooling. We envisioned one school, centrally located with a kindergarten to grade eight program to be expanded into grade nine through twelve in four subsequent years." This concept changed in time to formulate four programs simultaneously. **"We viewed Paideia as a change agent to improve the quality of teaching and learning in our schools — as a unique opportunity for teachers, administrators and parents to rededicate themselves to the democratic goal of educating every child to become a productive worker, a participating citizen and a contributive individual, able to live as good a life as can be."**

She wrote: "Let me share with you several thoughts on the impact that I believe Paideia programs will have on our schools — our students, our teachers and principals, and parents.

- Paideia programs will increase student achievement by raising the standard, raising the expectation. By requiring more of every child, Paideia programs will begin to reverse the trend towards mediocrity in public schools noted in the recent National Commission on Education report, *A Nation at Risk*. This report, much discussed,

sounded an alarm to the nation; however, months before the report was issued. The Paideia Proposal called for ONE high standard for all students, kindergarten through grade 12, reforms that go beyond those called for in the national report. Paideia programs will REDUCE the incidence of low achievement AND, I believe, INCREASE the incidence of high achievement by challenging students with a rigorous standard.

- Paideia programs will initiate a "renaissance" in teaching. Teachers in Paideia schools, I believe, will be transformed through their participation in staff development and through their learning to be discussion leaders. Paideia's emphasis upon the need for supervised discussion will transform the teacher from one who just TELLS to one who tells AND ASKS — asks questions that make the student think. Paideia then will improve, I believe, the QUALITY of teacher-student interaction."
- Paideia programs will improve students' reasoning skills. The National Assessment of Educational Progress has reported a decline in students' inferential reasoning and problem-solving abilities. Since the Paideia curriculum requires that students READ and DISCUSS great books, learn through active discussion, examine themes and issues basic to the human condition, not only will students' reasoning skills strengthen, but also the quality of their lives will improve.
- Paideia programs will balance the scale against social and economic disadvantage by providing mandatory pre-schooling and learning center tutorials.
- Paideia programs will increase parent and community participation in schools. Chicago's Paideia programs will engage parents — the child's first teacher — in a unique partnership. We envision the principal — THE instruction leader in the school — leading periodic

seminars with parents and interested community people. Such participation in parent seminars — discussion of a thought-provoking book, an article, — will transform parents into BETTER partners in this hard business of educating children."

"For these reasons we intend to bring Paideia to fruition" in Chicago. This program continues to thrive under the able leadership of Dr. Manford Byrd, Jr., General Superintendent of the Chicago Public Schools.

What is Sullivan High School? It is a small Chicago Public School with seventy teachers, 1150 students who speak forty-three languages in their homes. It's located at 6631 N. Bosworth in Chicago's Rogers Park, close to the Lake and west of Loyola University's North Shore Campus. It is an encapsulated United Nations which has approximately forty percent black children, thirty percent white, twenty percent hispanic and ten percent Asian and Pacific islander.

In the homes of the Paideia freshmen alone, the children speak Chinese, Gujarati, Laotian, Tagalog, Rumanian, Spanish, Hindi, Vietnamese, and all speak English.

I received a telephone call from Ms. Lynn Stinnette, Chicago Board of Education, Department of Curriculum. It was November 30, 1983. We discussed how to implement "The Paideia Proposal." We agreed that if Sullivan High was selected, my faculty and I would work hard to make it a success.

In September, 1984, the Chicago Public Schools began implementation and Sullivan High became a part of Dr. Mortimer Adler's *Paideia Proposal: An Educational Manifesto.* We were teamed with one of our feeder schools, Kilmer Elementary. Austin High, on the west side of Chicago, was paired with Goldblatt Elementary. Two years after Mortimer Adler had convened his Paideia Group, we were prepared to serve as engineers for his dream.

". . . students must acquire a core of general knowledge in the subjects — language, literature, fine arts, mathematics, natural science, and history. Further, they should develop fundamental skills: reading, writing, calculating, speaking and thinking to enlarge their understanding of ideas and values.

Paideia is a Greek word meaning "the upbringing of the child." It calls for a program of teaching and learning for every child whose objective is threefold: to prepare one to earn a living, to prepare citizens for duties in a democracy and preparation for continued learning throughout life. Dr. Adler further insists that students must acquire a

core of general knowledge in the subjects — language, literature, fine arts, mathematics, natural science, and history. Further, they should develop fundamental skills: reading, writing, calculating, speaking and thinking to enlarge their understanding of ideas and values.

The Paideia Program advocates quality schooling for all children which must involve three types of teaching and learning:

- didactic teaching — lecturing
- coaching — supervised practice, the teacher coaches intellectual skills, requiring frequent feedback for correctives
- Socratic questioning of guided discussion, where the teacher guides students to understand and appreciate ideas.

Sullivan High School was scheduled for a North Central Association team visitation in the spring of 1985. Dr. Alice Price, program developer at Sullivan High School, updated the philosophy of Sullivan High School.

BEST COPY AVAILABLE

The Philosophy and Objectives of Sullivan High School

Sullivan High School serves a varied student body in the diverse community of Rogers Park. Its faculty employs diligence and creativity to accommodate the spectrum of abilities, interests, goals, and social backgrounds of the student body. Recently, the shifting population of Sullivan's enrollment area and the permissive transfer policy of the Chicago Board of Education have necessitated the adaptation of curriculum to reflect the changing demographics of the student population. As noted in previous North Central reports, these alterations in the instructional program have been accompanied by the vigorous review and restatement of Sullivan's educational philosophy and objectives. During the 1984-85 school year, the institution of the High School Renaissance and Paideia Programs mandate further change at Sullivan. Again the faculty is challenged to examine its educational philosophy and objectives, and amend the school's curriculum accordingly.

Responding to a nation-wide concern about quality in education, Chicago's High School Renaissance Program establishes more demanding graduation requirements and the eventual elimination of remedial classes. Sullivan, like the system's other sixty-three high schools, is required to develop new courses and phase-out existing ones to meet the Board of Education's guidelines. This year Paideia has also come to Sullivan. This Options for Knowledge program incorporates

the ideas set forth in *The Paideia Proposal*. The implementation of Paideia likewise demands the creation of new courses and the elimination or at least the alteration of old ones. The challenge issued by Renaissance and Paideia lies not in mere cosmetic accommodation, but in faculty affirmation of the spirit of both programs. In accepting the intents of High School Renaissance and Paideia, Sullivan's faculty seeks to make them philosophically their own.

After much consideration, Sullivan High School's educational philosophy and objectives have emerged:

1. WE believe that all students can learn, and that we as educators can teach. This conviction relies on the assumed potential of our students and our demonstrated ability as a faculty to actualize this potential.
2. WE consider that learning is a response to curiosity, and that the primary responsibility for developing student curiosity rests with the teacher. Without the arousal of student curiosity, education is reduced to a passive and terminal activity devoid of meaning and lasting effect.
3. WE do, however, feel that students share in the responsibility for their learning. They must develop their own commitment to education to benefit from the school experience. Instilling this sense of responsibility rests with parents, administrators, and teachers.
4. WE contend that learning can take many forms, and that different activities result in different kinds of learning. We are committed to teaching content, skills, and critical thinking to our students, and to employing diverse methods to achieve these ends.
5. WE believe that curriculum must incorporate the various forms of learning, and that the faculty — together with the administration and the community — must formulate the curriculum in response to the perceived needs of the students and society.
6. WE recognize that differences in student abilities, achievement levels, and learning styles do exist and therefore must be accommodated. We feel, however, that there is no one best way to provide for a heterogeneous student body. Tactics must vary with disciplines, faculty strengths, and student problems.
7. WE advocate that the objectives of basic education should be the same for all. Despite student differences, all students should be prepared to earn a living; to be active citizens in a democracy; to be life-long learners.
8. WE feel that a positive learning environment must exist within a school, and that it is the responsibility of the administration, the faculty, and the community to establish such an environment through the uniform enforcement of school rules.

These statements of educational philosophy and objectives reflect the views of Sullivan High School's faculty and administration, as well as representative members of the community. We believe that these ideas can chart the course for curriculum formulation and the development of classroom techniques in accordance with the mandates of the High School Renaissance and Paideia Programs.

Our philosophy at Sullivan interfaced with the *Paideia Program*

Handbook in 1984. It served to undergird much of our purpose. Many original thoughts and documents arose out of repeated efforts and frustrations. However, when we reached an unyielding obstacle, we reviewed much of the current literature and continued to progress.

The Paideia Group's recommendations are well supported by John Goodlad's[1] *A Place Called School*. He stated that nearly 90 percent of the elementary school classrooms are entirely teacher dominated and barely five percent of the time in high school is spent on direct questioning. Those questions are seeking one word answers and not the thoughtful responses required by the Socratic seminar.

"Students must read the text in order to actively exchange meaningful thoughts and opinions."

The seminar,[2] coupled with three coaching classes and three didactic classes constitute the instructional posture for all teachers at Sullivan participating in the Paideia Program. The seminar is the heart. It occupies two of the five class periods and is taught in consecutive periods. It is the most important because it requires the teacher to discuss a reading in which closure may not be reached. The teacher leads the group but does not take command. Students must read the text in order to actively exchange meaningful thoughts and opinions. Students who have always been quiet in many instances speak up. The skill of the group leader to lead is directly proportional to how successful the seminar will be. Students exchange opinions and interpretations of the reading, returning to the text when someone dominates the conversations or leads the class from related textual direction. Meandering and dominance are the two major obstacles involved in a seminar and almost always appear. Success is never complete but relative satisfaction is achieved when the group can arrive at consensus to some degree.

A seminar at St. John's College has a lower teacher-pupil ratio. Two tutors and approximately eighteen students meet around a large table on Monday and Thursday evenings for at least two hours. This differs from the secondary school in that eighty-four minutes or two class periods (40 minutes each) and a passing period (4 minutes) with one teacher and twenty-plus students constitute the seminar. An American History class may hold a Monday seminar with three didactic (lecture) classes on Tuesday, Wednesday and Thursday. This class will be matched with an American Literature class which will also have didactic classes on Tuesday, Wednesday and Thursday. It's seminar will be held on Friday. The classes are interfaced, programmed in consecutive periods and the information learned is supportive of the linking class. This area will be covered more adequately in student programming.

A tutor (teacher, professor) opens each session by proposing a question

based on the assigned reading. Thereafter, teacher and students converse together about the opening question or about related problems. Students do not raise their hands for recognition and teachers do not moderate by calling on individuals for recitation.

> "The conversation is characterized by openness, concern and clarity. Openness is expressed by the willingness to state one's own opinions reasonably and to entertain the opinions of others seriously. The conversation can only give rise to genuine discovery and renewed conviction if the participants are attentive and ready to question the significance of their own mental habits. Concern arises in the effort of each group, the importance of both, what is said in the book and around the table, and to understand what is said in the best possible light, the seminar is not a debate. Clarity emerges when often with the help of others, the participants are able to formulate what is thought or felt in such a way that it is accessible for all to consider."[3]

Figure 1.[4] outlines Dr. Mortimer Adler's three column diagram which depicts the proposed framework for the desired twelve year course of study. This chart is presented for additional clarity and will be referred to later (programming) in the text.

The seminar leader[5] should be in control, not command. He should hold everyone responsible for the reading. He should create an open atmosphere. He should insist that everyone pay attention and listen carefully to each speaker. He should hold students responsible for participating and their statements. He should not allow conversation to drift or have one or a few dominate the seminar.

Students must have the courage to be wrong, accept comments and criticisms from others and display civility during the discussion.

When students stray from the text or introduce non-directed conversation within the group, the teacher should direct by quote or textual paragraph what the group is presently discussing. This technique may be used for dominant students in addition to requests that aggressive students monitor their responses. The conversation should be relevant and the leader should question how the statement relates to the text. Beyond this, indicate the need for others to hear or see the student after class.

Shy participants should be encouraged at all times. Watch for body language, ask another student if his earlier argument is similar or supportive. Establish eye contact, ask for examples and give the quieter student more time to respond before moving on.

Dr. Adler convened a seminar in May of 1985 at the Chicago Board of Education's Center for Urban Education. The reading was Plato's *The Last Days of Socrates*. The selection was "The Apology." At the conclusion of the seminar, Dr. Adler addressed the group and advised

us that we should look for contradictions in a reading, exploit them, and finally, if you are not put a little bit ill at ease by questions from your seminar, then it probably wasn't successful.

NOTES

1. John Goodlad, *A Place Called School* (New York: McGraw-Hill, 1983).
2. *Graduate Institute in Liberal Arts*, St. John's College (St. John's College Printshop, Annapolis, 1984).
3. *Ibid.*
4. Mortimer J. Adler, *The Paideia Program, an Educational Syllabus* (New York: McMillan Publishing Company, 1984).
5. *Paideia Program Handbook* (Chicago Board of Education, 1984).

"'Turn, turn, my wheel! 'Tis nature's
plan
The child should grow into the man."

* Henry Wadsworth Longfellow, *Keramos*, [1878], p. 525b.

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* John Bartlett, *Familiar Quotations*, Little, Brown and Company, 1955.

FIGURE 1. The Same Course of Study for All

	COLUMN ONE	COLUMN TWO	COLUMN THREE
Goals	ACQUISITION OF ORGANIZED KNOWLEDGE	DEVELOPMENT OF INTELLECTUAL SKILLS — SKILLS OF LEARNING	ENLARGED UNDERSTANDING OF IDEAS AND VALUES
	by means of	*by means of*	*by means of*
Means	DIDACTIC INSTRUCTION LECTURES AND RESPONSES TEXTBOOKS AND OTHER AIDS	COACHING, EXERCISES, AND SUPERVISED PRACTICE	MAIEUTIC OR SOCRATIC QUESTIONING AND ACTIVE PARTICIPATION
	in three areas of subject-matter	*in the operations of*	*in the*
Areas Operations and Activities	LANGUAGE, LITERATURE, AND THE FINE ARTS MATHEMATICS AND NATURAL SCIENCE HISTORY, GEOGRAPHY AND SOCIAL STUDIES	READING, WRITING SPEAKING, LISTENING CALCULATING, PROBLEM-SOLVING OBSERVING, MEASURING, ESTIMATING EXERCISING CRITICAL JUDGMENT	DISCUSSION OF BOOKS (NOT TEXTBOOKS) AND OTHER WORKS OF ART AND INVOLVEMENT IN ARTISTIC ACTIVITIES e.g., MUSIC, DRAMA VISUAL ARTS

THE THREE COLUMNS DO NOT CORRESPOND TO SEPARATE COURSES, NOR IS ONE KIND OF TEACHING AND LEARNING NECESSARILY CONFINED TO ANY ONE CLASS

Didactic — Expository. Morally Instructive. "Teaching by telling"
Maieutic/Socratic — Induces a pupil to formulate latent concepts and show their connection through a logical sequence of questions.

Chapter 2

"It is not utopian to expect intellectual growth in every term of teaching. The teacher who has stopped learning is a deadening influence rather than a help to students being initiated into the ways of learning."

Mortimer J. Adler,
The Paideia Proposal

Faculty Selection and Re-education

After all the discussion on "philosophy," "the proposal" and "the Socratic seminar," it's obvious that none of these mean very much without the involvement of key people to carry out the stated objectives.

An overall city-wide coordinator is essential to make direction and expected outcomes fruitful. A teacher/program developer and mathematics teacher specialist were selected at each high school to expedite and evaluate the program under the direction of the school principal.

Finally the teaching faculty was advertised for through Chicago Board of Education Personnel Bulletins. We sought the following traits and talents in the faculty to be named:

1. A strong humanistic background with at least a Master of Arts degree in each subject area.
2. Teachers who are capable of teaching slow learners as well as honors level students willingly.
3. Teachers who have produced or are willing to learn to publish literary journals, newspapers and actively take part in "debate" situations.
4. Teachers who are willing to compete on a city-wide basis in writing, math, science and other curricular events.
5. Teachers who are willing to teach reading in the content areas and would assign essays to be critiqued on a regular basis.

6. Teachers who are willing to read twenty books over four years and be able to sit down and lead a seminar chapter by chapter on each one.
7. Teachers who love children and are willing to give of themselves by listening and bringing out the "best" in each one.
8. Teachers who are willing to work in teams of two or more and individually.
9. Teachers who are willing to gamble on another type of teaching mode and change some aspects of their present professional life.

We looked for teachers who had excellent or superior ratings and requested letters of intent. Guidelines for integration of faculties had to be maintained. The racial make-up of the Sullivan staff at the time of selection was 72% white, 21% black, 5% Asian, 1% hispanic and 1% American Indian. In terms of educational background we had 5 Ph.D's, 2 teachers writing doctoral dissertations, 33 with masters degrees and 24 with B.A.'s. We averaged 12.2 years of experience. Our faculty changed by 25% as we sought to improve the quality of instruction to meet the needs of an expected highly motivated group of youngsters. These children would join a multi-cultural group of young people who spoke 43 different languages in their homes.

Finally, we requested a job description of the previous year's work, one course description, a detailed syllabus for one course and a position paper which would detail methods of applying some of Adler's concepts to one course. In addition, we asked for other documents which the applicant had prepared for students: curriculum guides, and recently completed materials or proposals written. We sought to mesh the particular talents of the teachers with the philosophy of Mortimer Adler.

Selection Factors	
Criteria	Expectations
1. Job Description	
2. Course Syllabus	
3. Position Paper	

An extensive ongoing reeducation plan was initiated to support the instructional goals of the Paideia Program.

Staff development focused primarily on the Socratic seminar because that was the technique most unfamiliar to the teaching faculty. Implementation began in May, 1984 with the discussions of Aristotle's *Politics*, Rousseau's *The Social Contract, Book I*, "The Declaration of Independence" and selections from *The Federalist Papers* at the University

of Chicago. Professors from the Basic Program in Liberal Studies and the Division of Humanities led seminars and workshops continuously through 1984-1985. Later readings included Hobbes, *The Leviathan*, Locke, *Of Civil Government*, Plato, *Crito*, Sophocles, *Antigone*, Dr. Martin Luther King's *Letter from the Birmingham Jail* and some short speeches. Institutes were held at the University of Chicago. Two were held during the day with evening sessions to accommodate as many faculty as possible. A program schedule is available in the appendix.

In the course at St. John's College,[1] the works are divided under four thematic heads into segments of the curriculum: politics and society, literature, philosophy and theology, and mathematics and natural science. While the segments are organized thematically, conversations in the classroom range widely over the material. The tutors must have more than a passing acquaintance with seminal works in all the major areas represented in the program. They encourage discussion of the ideas that intersect the various disciplines. Students, too, must study all four segments of the curriculum in order to earn a master's degree, although some transfer of credit is permitted. Students may take these segments in any order, although they customarily begin with literature or with politics and society.

The material in each segment is organized into three kinds of classes with differing structures: the seminar, tutorial, and preceptorial. Sixteen to twenty students are led jointly by two tutors in the seminars, which are held twice a week for two hours each.

Because the reading assignments are fairly long, the discussions usually range over the larger issues raised in the text. In addition to the regular sessions, each student meets with both tutors for a half-hour examination over the ideas raised by the books. Students and tutors alike value this formal occasion for further conversation.

The tutorial, with twelve to sixteen students is led by a single tutor. It is the place for close analysis of shorter readings. In the tutorial, the tutor more actively shapes the discussion than in the seminar. But as in the seminar, the discussion willingly considers many different points of view. Several short essays are often written by students for the tutorial.

The third kind of class is called the preceptorial. It is the closest thing to an elective offered in the graduate institute. The preceptorial provides a student the opportunity to study a single text, author, or theme in some depth. Out of this intensive work the student's major essay is produced. The preceptorial essays for all four segments as a whole are conceived to take the place of the traditional master's thesis. Topics for preceptorials change from

year to year depending on the interests of the tutors and the needs of the students and the college.

The special names, "seminar," "tutorial," and "preceptorial," suggest the different kinds of engagement that characterize these classes. They also remind one that there are no "courses" at St. John's. Students in a particular segment participate in all of these three interrelated classes during the same session.

"The most profound effect upon teachers, both personally and professionally, springs from their full engagement in the intellectual life as learners themselves."

Teachers who study in the institute are not always able to use the materials they have studied directly in their classrooms, although many do. Nor are they armed by the institute with a new array of teaching "methods," although many find that they hear students more fully and rely more heavily on teaching through dialogue when they return to their classrooms. The most profound effect upon teachers, both personally and professionally, springs from their full engagement in the intellectual life as learners themselves. The legacy they carry back to their lives and classrooms is rich in often surprising ways.

Faculty from Chicago were given choices in the areas of Literature, Politics and Society, Mathematics/Natural Science and Philosophy/Theology. Figures 2-5 illustrate the curriculum in its entirety.

Student Selection

Eighth grade students from public and private schools were invited to sit for a Science Research Associates math test in computation and problem solving. A reading test in vocabulary and comprehension, a writing sample and scores from the eighth grade Iowa Test of Basic Skills battery were also required.

The selection process had multiple purposes. We had to find students receptive to block programming in a difficult curriculum which called for a fifth major subject (foreign language) and a keyboard-computer class. Secondly, they should score well verbally and be able to exchange ideas. We also wanted median scoring students who were talented in other areas and were willing to attempt this difficult class load.

Sheila Freedman, Sullivan counselor and Alice Price, program developer were responsible for contacting parents and children by mail, Chicago Board of Education bulletins and telephone. Our initial class had seventy-five freshman divided into three classes of twenty-five each. Thirty sophomores, thirty juniors and thirty seniors were given matching

FIGURE 2. THE CURRICULUM[2]

Literature

SEMINAR	WEEK	TUTORIAL*
Homer: **Iliad**, I-VI	1	The Sonnet: Sidney, Shakespeare, Donne, Milton, Wordsworth, Keats, Hopkins, Yeats
Iliad, VII-XII		
Iliad, XIII-XVIII	2	
Iliad, XIX-XXIV		
Odyssey, I-VIII	3	
Odyssey, IX-XVI		
Odyssey, XVII-XXIV	4	Hume: **Of the Standard of Taste**
Plato: **Ion**		
Aeschylus: **Agamemnon**	5	Chaucer: **Canterbury Tales** in Middle English, selections
Choephoroe; Eumenides		
Sophocles: **Oedipus Rex**	6	
Antigone		
Philoctetes	7	Shakespeare: **King Lear**
Aristotle: **Poetics**		
Euripides: **Hippolytus**	8	
Bacchae		

* These lists record the reading assignments for recent summers. There may be some changes for summer 1985; students will be notified accordingly about April 15. The reading lists are subject to minor changes for the academic year programs. Reading assignments for the First Seminar and Tutorial should be completed before the first class meeting.

Preceptorial

Preceptorial topics are selected and announced about April 15. Typical preceptorials offered in previous sessions are:

[ ] Cervantes: **Don Quixote**
[ ] Dante: **The Divine Comedy**
[ ] Joyce: **Ulysses**
[ ] Mann: **The Magic Mountain**
[ ] Plato: **Symposium**
[ ] Saussure: **Introduction to Linguistics**
[ ] Swift: **Gulliver's Travels**
[ ] Dostoyevsky: **The Brothers Karamazov**
[ ] Shakespeare: **Hamlet**
[ ] The Theory of Comedy
[ ] Tolstoy: **What is Art?**
[ ] Virgil: **Aeneid**
[ ] Whitman: **Leaves of Grass**
[ ] Yeats: Selected Poetry
[ ] Homer: **Iliad**
[ ] Shaw: Selected Plays

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FIGURE 3. THE CURRICULUM[3]

Politics and Society

SEMINAR	WEEK	TUTORIAL*
Plutarch: **Lives of Lycurgus and Solon**	1	Aristotle: **Nicomachean Ethics,** I; II; V, 1-7; VI, 5-8; VIII; IX; X, 6-9
Plato: **Republic,** I-II		
Republic, III-IV	2	
Republic, V-VI		
Republic, VII-VIII	3	
Republic, IX-X		
Aristotle: **Politics, I, III**	4	**Aquinas: Treatise on Law** Qq. 90-92
Machiavelli: **The Prince**		
Hobbes: **Leviathan,** 1-9	5	**Declaration of Independence; U.S. Constitution**
Leviathan, 10-16		**Federalist Papers:** 1, 10, 39, 49, 51, 71, 78, 84
Leviathan, 17-21.26	6	Selected U.S. Supreme Court Decisions
Locke: **Second Treatise Of Civil Government,** I-XI		
Rousseau: **Second Discourse, On the Origin of Inequality, Part I**	7	Tocqueville: **Democracy in America,** selections
Second Discourse, On the Origin of Inequality, Part II		
Marx & Engels: **1844 Manuscripts**	8	
1844 Manuscripts		

* These lists record the reading assignments for recent summers. There may be some changes for summer 1985, students will be notified accordingly about April 15. The reading lists are subject to minor changes for the academic year programs. Reading assignments for the First Seminar and Tutorial should be completed before the first class meeting.

Preceptorial

Preceptorial topics are selected and announced about April 15. Typical preceptorials offered in previous sessions are:

[ ] Aristotle: **Politics**
[ ] The Corporation and the Polity
[ ] Education in a Republic
[ ] Justice and the Judicial Process
[ ] Locke: **Of Civil Government**
[ ] Machiavelli: **Discourses**
[ ] Montesquieu: **The Spirit of the Laws**
[ ] Plato: **Laws**
[ ] Plato: **Republic**
[ ] Rousseau: **The Social Contract**
[ ] Smith: **Wealth of Nations**
[ ] Speeches of Abraham Lincoln: **Limits of Political Life**
[ ] Tocqueville: **Democracy in America**
[ ] Tolstoy: **War and Peace**
[ ] Trotsky: **History of the Russian Revolution**
[ ] Weber: **Politics and Philosophy**

FIGURE 4. THE CURRICULUM[a]

Mathematics and Natural Science

SEMINAR	WEEK	
Plato: **Timaeus,** beginning-47	1	
Timaeus, 48-end		
Lucretius: **On the Nature of Things,** I-III	2	
On the Nature of Things, IV-VI		Euclid: **Elements,** Book I
Aristotle: **Physics, II**	3	
Physics, III		
Physics, IV	4	
Physics, VIII		
Bacon: **The New Organon,** Preface; 1	5	
Descartes: **Rules for the Direction of the Mind,** 1-12		
Rules for the Direction of the Mind, 13-17, **Principles of Philosophy,** selections	6	Lobachevski: **The Theory of Parallels**
Galileo: **Two New Sciences,** selections Descartes: **Principles of Philosophy,** selections		Wolfe: **Introduction to Non-Euclidean Geometry**
Hume: **Enquiry Concerning Human Understanding, 1-7**	7	
Darwin: **Origin of Species,** 1st Edition, I-III		
Origin of Species, 1st Edition, IV-XIV	8	
Freud: **On Dreams**		

[a] These lists record the reading assignments for recent summers. There may be some changes for summer 1985; students will be notified accordingly about April 15. The reading lists are subject to minor changes for the academic year programs. Reading assignments for the First Seminar and Tutorial should be completed before the first class meeting.

Preceptorial

Preceptorial topics are selected and announced about April 15. Typical preceptorials offered in previous sessions are:

[ ] Ptolemy and Copernicus
[ ] Maxwell: **Theory of Heat**
[ ] Genetics and Evolution
[ ] Organic Evolution
[ ] The Size and Structure of the Universe
[ ] The Atomic Theory in Chemistry
[ ] The Copernican Revolution
[ ] The Development of a Theory: **The Origin of Species**
[ ] Ancient and Modern Views of Motion
[ ] The Ecology of Evolution

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FIGURE 5. THE CURRICULUM[5]

Philosophy and Theology

SEMINAR	WEEK	TUTORIAL*
Plato: **Phaedo**, 58-89	1	Plato: **Meno**
Phaedo, 89-118		
Genesis, 1-11	2	Aristotle: **Metaphysics**, I, 1-2; VI.; IX, 1-8; XII, 6-10
Genesis, 12-50		
Exodus	3	
Job		
Matthew	4	
John		
Romans	5	Hume: **Enquiry Concerning Human Understanding**
Augustine: **Confessions**, 1-5		
Confessions, 6-9	6	
Confessions, 10,11		
Aquinas: **Summa Theologiae**, I, 1-2	7	Plato: **Theaetetus**
Summa Theologiae, I, 13		
Kierkegaard: **Philosophical Fragments**, I-III	8	Kant: **Prolegomena to Any Future Metaphysics**
Philosophical Fragments, IV-V		

* These lists record the reading assignments for recent summers. There may be some changes for summer 1985; students will be notified accordingly about April 15. The reading lists are subject to minor changes for the academic year programs. Reading assignments for the First Seminar and Tutorial should be completed before the first class meeting.

Preceptorial

Preceptorial topics are selected and announced about April 15. Typical preceptorials offered in previous sessions are:

[ ] Al Ghazzali, Ibn Tufayl, Ben Maimon: Selected Works
[ ] Aristotle: **Ethics**, and Kant: **Metaphysics of Morals**
[ ] Aristotle: **On the Soul**
[ ] Berkeley: **Three Dialogues**
[ ] Edwards: **Freedom of the Will**
[ ] **Genesis** and **Exodus**
[ ] Hesiod: **Birth of the Gods**
[ ] Kierkegaard: **Philosophical Fragments**
[ ] Nietzsche: **Beyond Good and Evil**
[ ] The Presocratic Greek Philosophers
[ ] Thomas More: **Utopia**
[ ] Pascal: **Pensées**
[ ] Plato: **Symposium**
[ ] Unamuno: **The Tragic Sense of Life**
[ ] Wittgenstein: **Philosophical Investigations**
[ ] Spinoza: **Ethics**

History and English classes augmented by the regular programs that they were already studying. This represented a total of one hundred and sixty-five students out of a student body of nine hundred or 18%. Other faculty initiated the Socratic style into regular classes and reported success, some limited and others, a great amount.

Programming

Students were block programmed into a prescribed broadfields or core curriculum for English-History, Math-Science and French or Spanish. English-History seminar presentations were scheduled with didactic classes taught on successive periods Tuesday, Wednesday and Thursday. English convened on Monday and the corresponding History class met on Friday for eighty minutes. When American Literature was taught in English, U.S. History was taught in the History class. Two coaching periods weekly and one group guidance class facilitated by subject specialists and counselors complemented this instructional mode (see Figure 6). A common planning period for the cooperating English-History and when possible the Math-Science teachers were utilized weekly.

Sullivan High School programmer, Lynnette Fu, was asked about difficulties related to programming in the Paideia "format."

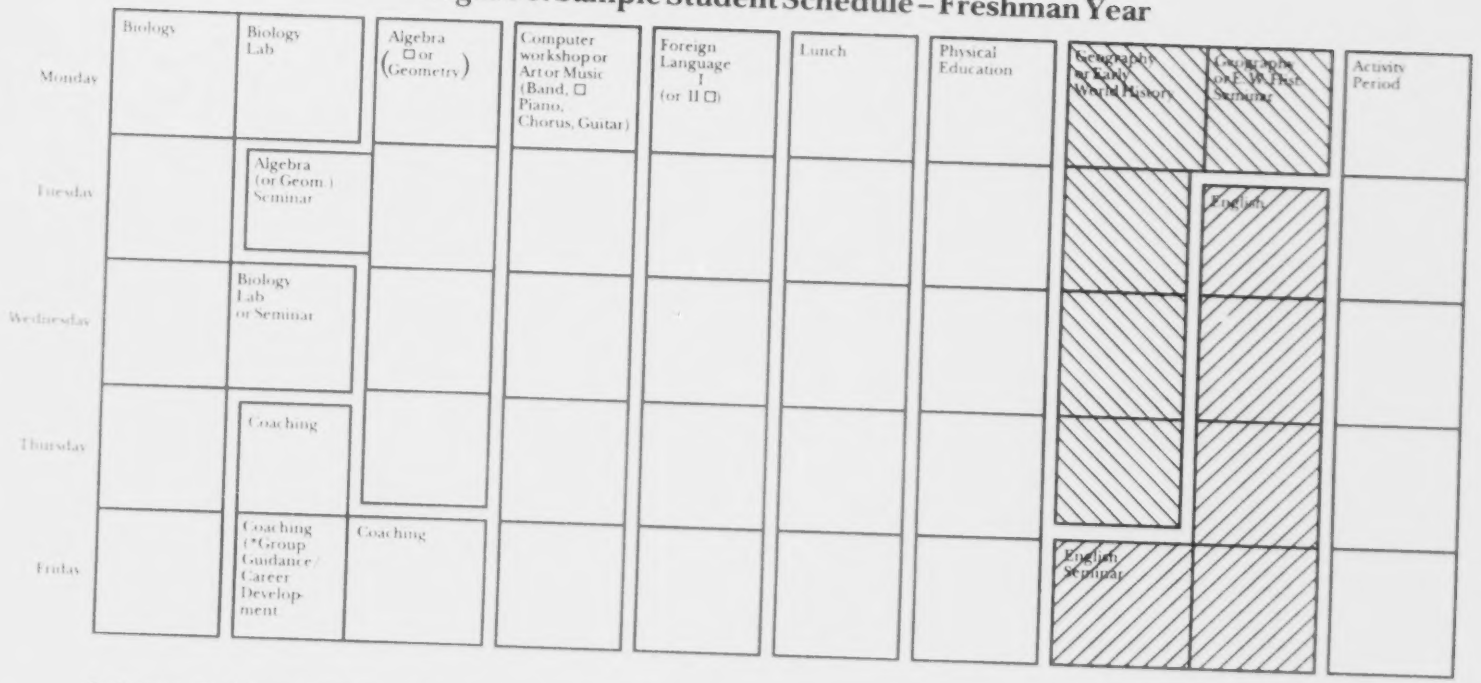
"The Paideia Program required the inclusion of a group of classes in the master schedule that met a pattern unlike that of existing classes. After we decided that the selected freshmen would enroll in English, Early World History, Biology, Algebra, French or Spanish, Computer Workshop, and Physical Education, we had to decide how to include seminar time within the limitations imposed by the school day, number of students, classrooms, faculty, and board-union contractual guidelines. In addition, our system was undergoing a change in credits and graduation requirements under the new High School Renaissance program. Thus we were programming three different types of students: Paideia freshmen, Renaissance freshmen, and students who fell under pre-Renaissance requirements.

"We agreed that English and History should both have seminars and that the students and teachers would be programmed into a module that would block students into back-to-back periods for those two subjects. The English and History teachers could coordinate their work on common themes and subject matter within the curriculum. Common preparation time would also be needed for these teachers when their total day was scheduled.

"Seminars were officially designated on specific days, but flexibility of days was built into the program because of the consecutive periods. For example, one module scheduled the English class for didactic,

Figure 6. Sample Student Schedule — Freshman Year

Figure 6. Sample Student Schedule – Freshman Year



* Group Guidance/Career Development every other Friday, second period.

☐ Early Involvement students would take next course of sequence.

single-period classes on Tuesday, Wednesday and Thursday, first period, and the double-period seminar during first and second periods on Friday. The History class was then scheduled for a first and second period seminar on Monday, with didactic periods also on Tuesday through Thursday, but during second period. This created two L-shaped classes which dove-tailed with each other and which allowed the flexibility of scheduling seminars or team-teaching as the two teachers felt it appropriate.

"Biology and Algebra were matched to form a three-period module. The Biology class would use one of the double-period laboratory days for seminar. The Algebra teacher found that it was more feasible to use the seminar time for coaching and skill-building activities and returned to the traditional pattern of classes five days per week with an additional consecutive period of coaching.

"With the exception of Biology and its two double-period laboratory days, the classes that the Freshmen would take traditionally met for one period, five days per week. Simply adding an extra period for a double-period seminar was not feasible. That would have mandated a six-period class, which would have increased the number of teaching periods beyond the normal class load. It would also have stretched a two-period module into three or four, in which the extra periods for each seminar class would dove-tail into the period between, before, or after the regular period. This would necessitate at least a ten period schedule, and would delete the period usually used for extra-curricular activities.

"The remaining courses, foreign language, computer workshop, and physical education, remained as single-period classes without the seminar format created for classes such as English. These sections were placed in the master schedule during periods when the English/History and Algebra/Biology modules were not offered. If these teachers wished to hold a seminar, it would be limited to a single class period.

"The Coaching/Guidance periods were placed into the periods without classes in the three-period Biology/Algebra module. This allowed three periods each week for these activities. The counselors originally met with the students for Guidance once each two weeks, but later expanded the Guidance group to once per week. Coaching activities filled the other periods, but staffing was problematical. A teacher who did the coaching had to have a non-teaching period at that time. This meant that some of the teachers involved in the Paideia classes were not able to coach students, although this was not a necessity. Other teachers volunteered their time and efforts for coaching. If possible, coaching could be scheduled as a duty period if the staff is large enough and if the union contract or board policy allows such programming.

"In our first year, we had four sets of students programmed into Paideia. Three groups followed the prescribed courses for freshmen,

One small group was enrolled in Geometry, and a few already had credit in the first year of a foreign language. These students had passed Algebra, French, or Spanish in an Early Involvement program for eighth graders. There were not enough for a full class, so they were combined with an existing Honors level Geometry class, French II or Spanish II class which was scheduled at the same time as a regular Paideia class. In this way, there were no conflicts with the other Paideia classes that the students were to take. This could also have been done for other subjects in which students already had credits, but did not occur the first year. There would have been a limit, of course, to the number of possible, courses, teachers, and rooms that could be scheduled concurrently.

"Concurrent scheduling of Honors and Regular track Paideia classes in a subject would also help accommodate students who were placed in different tracks, depending on the subject. This became a problem in the first year, since only one math teacher was involved in teaching all of the Algebra classes.

"With Paideia, teachers could no longer consider a particular classroom as theirs alone, nor could a department consider a room as theirs alone. It meant that teachers had to possibly move to several different class rooms, taking materials with them. Especially in the case of English and History, modules were scheduled into the same classroom. This made it easier for the freshmen students to know to which room to report on any given day. This was no mean feat, since the printed schedules students received may have shown several lines for any given period in order to accommodate the different subjects on different days of the week. Room availability would have been a problem if two separate rooms were used for a module, since the seminar period would effectively block out use of both rooms for a double period. As more Paideia classes are programmed in the building, it may be possible to schedule teachers to one or two classrooms, but it will remove some of the flexibility of changing a seminar day from the day scheduled to accommodate a particular lesson. Designating certain rooms for only seminars is another possibility which would enable teachers to remain in one or two rooms, but would mean that seminars could only be held on the scheduled day since it would be likely that another group is scheduled for the other days. The other classes may be unwilling to change their day, or unable to move to a room that would be free for a double period.

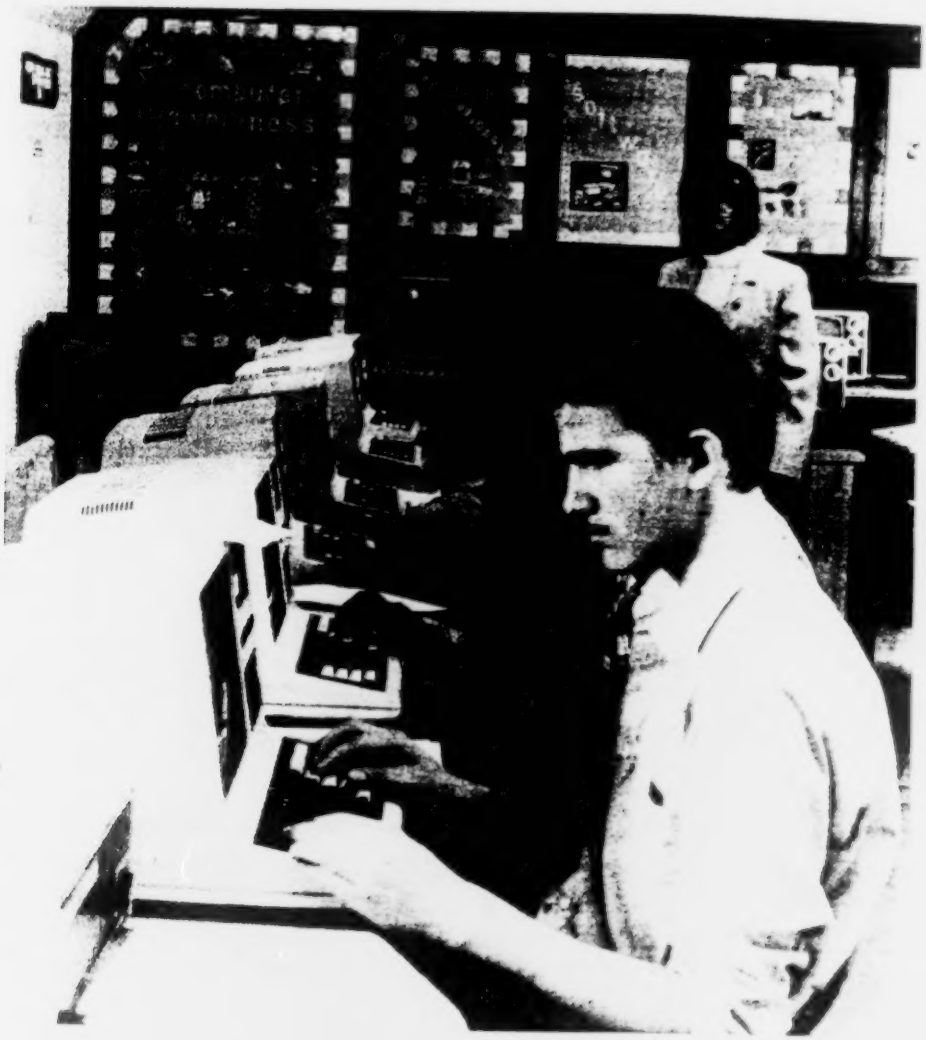
"It was interesting to note that some teachers felt that the least effective times for seminars were early Monday morning, and late Friday afternoon. Where possible, these classes could have seminars on Tuesday through Thursday. However, seminars should be spaced over all five days of the week, or a teacher or student may discover he or she has three or four seminars on the same day. This would be quite

taxing, and a teacher may not have any prep periods on that day. Scheduling only non-seminar classes for the beginning and end of the day would not be feasible, and would probably cause those teachers to feel that their classes are only programmed during "undesirable" periods.

"Socratic seminar classes for sophomores, juniors and seniors paired English and History classes for selected groups in each year level. These were most successful if the students were placed in both of the paired classes, not only because the teachers were again able to coordinate themes and lessons, but because fewer periods were needed to program a student. Since these students had already followed varied programs, they may have already had credit in one of the paired classes. This meant that a student would need a double period for the Socratic class as well as a third class period for the course which was not Socratic in structure, producing conflicts in students' schedules.

"Programming for the second year will be just as complex. There will be incoming Paideia freshmen and sophomore groups which will require coordinated rooms, periods and teacher programming. It is anticipated that the number of periods during the school day will increase to accommodate a larger number of students and the more intricate class patterns. Junior and senior level Socratic seminar classes will continue to have students who are unable to enroll in paired classes because of the courses they have already completed, although this is a problem of transition. We will be able to solve some of the problems that we have encountered in this pilot year, but new ones will surely arise.

"The challenge is not overwhelming, but requires insight and antic-



ipation of possible conflicts. A sense of humor when all does not occur as planned is essential. Extra-strength Tylenol may come in handy. Brainstorming and using the knowledge and insight of other faculty members helps avoid some of the pitfalls of programming and helps build a sense of community and achievement among the faculty. Building a program such as Paideia can breathe a sense of accomplishment and excitement into a faculty which could otherwise feel diminished and demoralized by a mammoth contemporary urban public school system."

The transition to a full Paideia program is an obstacle in itself. However, the excitement of solving new administrative problems provided the adrenalin needed to move ahead.

Figure 7 depicts the original four year sequence for Paideia students at Sullivan High School. Advanced Placement, Loyola University and

community college courses are offered to juniors and seniors to complement regular high school schedules. Not all students qualify but those pupils who advance to this level should have accelerated programs available to them.

The All-School Seminar

"It must be the Socratic mode of teaching, a mode of teaching called "maieutic" because it helps the student bring ideas to birth. It is teaching by asking questions, by helping students

Figure 7. Four Year Subject Sequence.

Students who have high school level credit in any of these subjects would be programmed into the next course in that subject's sequence. Students would not be required to repeat a course in which credit has been earned.

SUBJECT AREA	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
English	English I	English II	English III	A.P. English or English IV
Social Studies	Geography or Early World History	Modern World History or Early World History	U.S. History (reg., Honors or A.P.)	A.P. Eur. History or C.A.H. or Emerging Nations
Science	Biology	Chemistry or Physics	Chemistry or Physics	A.P. Biology or A.P. Chemistry or A.P. Physics
Mathematics	Algebra or Geometry	Geometry or Algebra/Trigonometry	Algebra/Trigonometry or College Algebra/Analytic Geometry or Computer Programming	A.P. Calculus/Analytic Geom. or College Alg/Anlt. Geom. or Computer Prog.
Foreign Language — at least 2 years of same language if student takes more than one language. NOTE: colleges prefer one language for 4 years.	French, Spanish, Russian or German I or II	French, Spanish, Russian, or German II or III	French, Spanish, Russian or German III, IV or A.P. Language	French, Spanish, Russian or German A.P. Language or A.P. Literature
Physical Education — includes Aerobics, Body Dynamics, Interpretive Dance, Swimming, Health, First Aid, Drivers' Education, Intramural Sports	Physical Ed. I	Physical Ed. II	Physical Ed. III	Physical Ed. IV
Other Graduation Requirements: Two semesters (one year) of Art, four semesters (2 years) of Music, one semester of Computer Awareness, one semester of Typing.	Computer Awareness/Typing R or Art Appreciation & History or Music (Band, Chorus, Piano or Guitar — 2 yr. sequence)	Computer Awareness/Typing R or Art Apprec. & Hist. or Music (2 yr. seq.)	Computer Awareness/Typ. or Art Apprec. & Hist. or Music (2 yr. seq.)	Computer Awareness/Typ. or Art Apprec. & Hist. or Music (2 yr. seq.)
College Classes — for advanced students, for college credit only. (A.M.) City College System. Courses taken at Sullivan prior to regular school day. And/or (P.M.) Loyola U. of Chicago courses taken on Lake Shore Campus.	———	———	City College Courses: Anthropology or Psychology Loyola: selected courses	City College Courses: Anthropology or Psychology Loyola: selected courses
Activities	Service Organizations, Clubs, Interscholastic Teams	Service Organizations, Clubs, Interscholastic Teams, School Publications	Service Organizations, Clubs, Interscholastic Teams, School Publications	Service Organizations, Clubs, Intercholastic Teams, School Publications

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to raise their minds up from a state of understanding or appreciating less to a state of understanding or appreciating more."

Mortimer J. Adler,
The Paideia Proposal

The all-school seminar proved to be the most interesting and exciting venture of my educational career. I first heard of it while at St. John's where the students signed up and volunteered to take part in a selected reading. All three hundred students were usually involved with prompting from their regular tutors.

I wondered how this could be implemented in a regular high school. I also needed something to soften the blow that undoubtedly would come when the "regular" student body found that the faculty was affording special attention to a given group. The sophomores, juniors and seniors who enrolled in "Paideia classes" in History and English helped lessen the shock.

One major purpose of the all-school seminar was to make the entire faculty and student body a community of "one." To prepare the students, I convened an assembly for all pupils and addressed what I considered the important issues. Specifically, students were informed thusly:

"On Thursday, November 29, 1984, Sullivan High will hold its first

all-school seminar. The principal, all assistant principals, counselors, ancillary staff and invited scholars will sit in groups of twenty students to discuss *The Prince* by Machiavelli. This will be the first of four readings and discussion groups for the year.

"Why are we doing this? I and other educators feel that you can be more properly served by exposure to the classics, books, excerpts and works of art. This instructional setting should enhance your education. The key is open discussion between you and your teachers; you both should learn from the text and each other. We as educators should read more and you as students should read and be heard. We should have more meaningful directed reading, more positive experiences and share them with others. We are working toward a community of "one."

"We have sought out many funding sources to bring resources, trained faculty, materials and supplies to you. Our purpose is not to make school easy or hard but to make the instructional program efficient and to institute a viable impact on your young lives. We hope we succeed because your future after Sullivan High School will depend largely on our success."

This opening speech was followed by many questions and a concluding speech by Dr. Alice Price, Paideia program developer.

Text of Dr. Alice Price at the All-School Assembly, 11/20/84

Hello. My name is Mrs. Price and today I want to explain to you the school's program for next Thursday, November 29. For one hour

on that day, all of you will be involved in a special event, a seminar. It is very important that you listen closely so that you will understand exactly what you are to do.

On Thursday, November 29, we are having our first all-school seminar. A seminar is a discussion. Some of you are already involved in seminars in your Paideia classes or in your Socratic scholar classes. Those of you who are not, you will need to pay special attention. Each student in the school will be assigned to a room with twenty students and two teachers. For this grouping, we have combined grade levels; therefore, all of you will be with students from every grade from freshmen to seniors. We have also mixed all ability levels from Basic to Advanced Placement.

In this one-hour discussion during a special bell schedule at 9:40 to 10:40, you will be discussing ideas about a particular reading. Next Monday we will give you a handout from a book called *The Prince*. This is a book you might have heard mentioned in your history class about how to organize a government. All the Sullivan teachers will be reading the entire book which was written by an Italian named Machiavelli who lived during the time of Columbus, from 1469 to 1532. It is a book which we feel you all should know because in today's political world, Machiavelli's techniques are still used.

In the seminar discussion there are certain rules you must follow. I want to explain these to you now so you will understand the protocol for a seminar. First, you will be seated in a circle in your group of twenty students. You must have read your copy of the handout before the seminar. Bring your copy with you to the seminar. Write notes on your copy before the seminar. There may be words you need to look up in a dictionary if the vocabulary is foreign to you. You may wish to read this handout over several times before coming to the seminar.

Once you are in the seminar, you will be talking about this handout. You can ask questions of the teacher and of the other students in your group. A seminar means a discussion with other students. There will be students in your group whom you do not know. Your teacher, whom you may not know, will ask each of you to write your first name on a card which you will place in front of you. When you talk with other students in your group, use their first name. The purpose of this seminar is to discuss ideas and important beliefs from great writers with other students.

No other school in Chicago is trying an all-school seminar. All of our teachers, our counselors, our librarian, our principal, our assistant principals, will be leading a seminar with you. We also are asking District Superintendent, Mr. Sloan and other officials from the Chicago Board of Education and from Loyola University to come to Sullivan to lead a seminar on November 29. If you have a discussion leader

you do not recognize, extend to him the same courtesy as you would to your own teachers.

On Monday of next week, your division teacher will give you both your reading and your room assignment. Your English teachers will talk with you further about the seminar. If you have questions, ask your teachers to explain the seminar to you. They will be having three seminars next week with professors from the University of Chicago to prepare them for our all-school seminar.

One of the most important aspects of the seminar is for you to develop listening skills and thinking skills. Be certain to listen carefully in the seminar to what other students say. If you do not understand their point of view, ask them to clarify their position. While you do not interrupt other students, do try to speak out in the seminar. As you prepare for the seminar, you can write down questions about the work which you want answered. You may want to bring that question with you to the seminar. Your discussion leader may also have an opening question for you. Remember, in this discussion, you do not have to raise your hand. You can just speak out when it is appropriate. In some cases, the teacher may wish to call on you, so have your name cards visible.

For the seminar, you will be assigned to a room. Attendance will be taken so you must attend whatever room is listed for you. Your division teacher will give you this information next week.

Please remember that this is the first of our four seminars this year. We are involved in a pilot program and we hope that your first seminar goes well. We want you to enjoy this academic experience. Remember that this is an adventure for all of us, teachers, administrators and students. Without your help, we will not have a good seminar. With your cooperation, our all-school seminar will be very fine. We are asking for your total cooperation for Sullivan High School.

Thank you.

Dr. Alice Price
Program Developer
Paideia Proposal-

More questions followed. Many students were excited, others were suspicious. However, attendance at the first seminar was very high. We already had the highest attendance rate in the district and this curiosity accelerated it.

Preparation of the faculty was a little more involved. Professors from the University of Chicago and St. John's College led seminars on the prescribed material for teachers. We were divided into four groups of sixteen to twenty each. Later, a faculty meeting was held to answer all

questions. Many of the "real" questions were not asked but were debated in heated sessions in department offices and lounges. We had teachers who loved the school but were afraid of not having a teachers' guide with answers for all questions in front of them. They were in fact simply "afraid."

I coaxed, I stroked, I discussed my own limitations; some were still very tentative about this new approach. After all had been said and done, we moved ahead. Franklin Schmidt, assistant principal, organized the random sampling and placement of the student body.

"When arranging the school for Paideia Seminars, forty-five discussion groups were formed by random selection using the Board of Education computer. Each student was assigned to a group regardless of year level or age. One, and in some cases two teachers, were assigned to each group to serve as discussion leaders. As new students are enrolled in Sullivan High School they are assigned to a group. Students who left were deleted from the group which keeps group membership between 16 and 20, maintaining a desirable number for a worthwhile discussion."

After the first all-school seminar, the students were given a chance to express their opinions in a written evaluation which they filled out in division. The following, based on the reading *The Prince*, by Machiavelli, are some of the responses given to the questions, "What did you enjoy about this experience?" and "What did you learn?"

> "I enjoyed the fact that it was a group discussion."
>
> "This experience . . . showed the younger students of the class how to speak up."
>
> "I learned a lot of things as a result of this discussion, primarily because I was concentrating on . . . applying facts."
>
> ". . . how to communicate better."
>
> "I enjoyed the experiences that I got from the other students."

These are some of the students' responses to the second all-school seminar based upon the "Declaration of Independence," they read as follows:

> "I had a chance to express my mixed feelings about the "Declaration of Independence."
>
> "I enjoyed the discussion because everyone participated."
>
> ". . . the sharing of opinions among my fellow scholars."
>
> "it gave us students a chance to experience something out of the ordinary, compared to our . . . class routine."

In addition to a student questionnaire, Sullivan teachers were also asked to evaluate the all-school seminars. Many noted the positive

benefits that they experienced, and wrote very enthusiastic evaluations of their seminar experiences. Here are a few quotations from teachers in response to the question on what educational benefits they gained from conducting a seminar.

> "(It was) . . . the pleasure of getting students to talk."
>
> ". . . good interaction with students and a recharge of my mental batteries."
>
> "I was impressed by the fact that students of different ages and intellectual abilities could cooperate successfully in this endeavor."

Of the benefits that students derived from this experience one teacher wrote, "Students feel that they can participate in a seminar with the knowledge that their views will be considered and respected."

To sum up the positive moods expressed in the written teacher evaluations, consider this enthusiastic statement by a teacher, "My hat's off to the entire seminar group who behaved admirably, to those who made valid contributions, and to those who despite language or learning handicaps, made a valiant effort to be a part of the group." **With the enthusiasm shown by these teachers and students for the all-school seminars, the Paideia program has had a successful beginning.**

Figure 8 sheds more light on the organization of the all-school seminar.

As figure 8 shows, the daily program is interrupted for the all-school seminar in which everyone reads the same assignment at the same time at forty-five different sites within the building. The first reading was Machiavelli's *The Prince*, followed by "The Declaration of Inde-

FIGURE 8. SULLIVAN HIGH SCHOOL ALL-SCHOOL PAIDEIA SEMINAR FEBRUARY 8, 1985

BELL SCHEDULE:

1	8:00 — 8:30	4	10:46 — 11:26
2	8:34 — 9:04	5	11:30 — 12:10
3	9:08 — 9:38	6	12:14 — 12:54
DIV.	9:42 — 9:48 (send attend. report to Rm. 215)		
SEMINAR	9:52 — 10:42	7	12:58 — 1:38
		8	1:42 — 2:12
		9	2:16 — 2:46

PAIDEIA GROUPS:

Grp.#	Rm.#	Seminar Leader	Grp.#	Rm.#	Seminar Leader
1	322	Voutiritsas/Pardys	24	217	Hildebrandt
2	225	Johnson/Lapointe	25	321	Karales/Mazur
3	141	Stinnette	26	209	Kostro
4	208	Barton/Dawson-Thomas	27	B. Gym	Jacobson/Kramer
5	213	Bertacchi	28	223	Schaumburg
6	126	Bryer	29	325	Schauwecker/Prater
7	207	Camporese	30	326	Solock/Stotland
8	110	Dasaky	31	221	Serikaku
9	210	Davis/Cohen	32	328	Freedman
10	122	Dittemore/Schlack	33	206	Gershman
11	232	Anderson/Blustein	34	200	Kopfstein
12	211	Becker	35	236	Palatnik/Maltz
13TESL	128	Chen/Rosario	36	105	Dr. Moses
14	222	Gamlin	37	125	Porte
15	Lib.	Van Doren/Finerman	38	320	Boult/Prag
16	G.Gym	Kay/Zuckerman	39	317	Jackson/Smith
17	237	Leibik	40	108	Starling/Henderson
18	Mini Gym	Moskowitz	41	226	Upshaw
19	139	Dr. Price/Cook	42	121	Vines/Jordan
20	137	Dr. Podrovsky/Fritzshall	43	124	Dr. Brazil
21	313	Dr. Peckler/Glaser	44	230	Fu
22	135	Glickman/Curtindolf	45	205	Schmidt
23	234	Goldberg/Gunn			

SECURITY:

Krall_____1st floor
Pols_____2nd & 3rd floors

pendence," Richard Wright's "Black Voices" and Dr. Martin Luther King's "Letter from the Birmingham Jail."

Visiting professors James Moses, John Van Doren, most teachers and I were ecstatic about the all-school seminars. Some teachers however, did not like their partners, preferred to work alone, not work alone, etc. Fortunately, they were few.

Sample Humanities Class Seminar

John Bertacchi, History teacher and Fulbright Scholar, and Alice Price, Ph.D. and program developer, wrote an overview and an excerpt from their double period English-History Humanities seminar which meets daily for double periods. They've worked together in "Humanities" for over fourteen years and their class served as a focal point for other seminars.

The Paideia Program has come to Sullivan High School's Humanities class. This double-period class, team-taught by history teacher John Bertacchi and English teacher Alice Price for the past fourteen years, offers two units of credit to its senior students. "As part of the Paideia curriculum, two seminars which related to our second-semester unit on the individual vs. the state were planned. Although we have always used the technique of seating students in a circle and teaching by questioning," explains John Bertacchi, "we have not previously used the seminar as a formal, separate structure."

For these seminars, teachers selected works by ancient Greek authors: Sophocles' "Antigone" and Plato's "Crito." "These readings fit logically together and provide a variety of basic and interesting questions about law, the state vs. the individual, justice and truth," notes Alice Price.

To prepare students for the first reading, Bertacchi explained the historical background to ancient Greece from the student's text, *The Human Experience* by David Weitzman. Using another textbook, *The Theater: An Introduction* by Oscar Brockett, Alice Price introduced the structure of the Sophoclean play. Students then read the Dudley Fitts translation of the "Antigone" from *Philosophy and Literature*. As students took various parts in the play, they instinctively moved into role playing, wanting their character to be thought reasonable.

With this competitive spirit, students arranged themselves in the seminar as in a debate, one group arguing for Antigone's position of family loyalty and one group defending Creon's concern for the state. "By giving students a group voice in this first seminar, we felt that they would gain confidence in defending their position. Peter, a class member, recently stated: "I really feel I have been helped by the seminars and an now able to talk more."

For the second seminar, the teachers thought that a similar debate would be useful in clarifying ideas. We found however, that students had a much more difficult time grasping the subtleties of the "Crito." To prepare students for this second seminar, the teachers used copies of the "Crito" accompanied by a list of questions designed to elicit basic information about the text. By reviewing these answers, students are more likely to understand the setting, the characterization, the tension, and the conflict of the "Crito." "It is interesting," said Dean

Nickerson, senior, "how arguments of ancient Greece can still apply to problems of today." Students then were given needed information about the Peloponnesian War and its aftermath, showing how the war affected the Athenian frame of mind. Students read selections from *Socrates: His Life and Influence* by A.E. Taylor, grappling with quotations by Plato and Xenophon. The class then studied the jury system in Athens and background from Socrates' actual trial from a text by Dorothy Mills, *Book of Ancient Greeks*. Students then went back to Plato's dialogue and wrote two outlines: one detailing the reasons Crito gave Socrates for wanting him to leave Athens, and a second outline, showing the argument of the Laws, refuting the points of Crito's plea. For these outlines, students were required to cite key phrases with page numbers so that they would re-read the text closely. "Outlining is very important to understanding the organization of the piece," notes Alice Price. "By helping students to see the arrangement, they can grasp the philosophical ideas more clearly."

Students reviewed their outlines in class. One senior whose outline was especially well done agreed to type his work for the class. With these outlines, students were able to see both sides of the argument. With each argument in mind, students then decided which defense they wished to support in their second seminar.

Unlike the Antigone seminar where certain students did not want to take a side but wished to remain neutral or wanted to change their position in mid-argument as the chorus did, students now divided neatly into the groups: one representing Crito and one defending the Laws. In the seminar, students posed questions which showed that they had thought deeply about the work. In examining the students' arguments, the teachers found that various positions emerged: the realist, the idealist, the pragmatist, and the skeptic. As the bell for class dismissal rang, students continued to argue. The next day, two seniors reported that they continued their argument on the "el." Plato and Socrates would have been pleased. Excerpts from the seminar are listed below:

John Bertacchi opened the debate.

J.B.	Is Socrates innocent?
Alex	Crito thinks Socrates is innocent. At least he thinks the trial was absurd. May I quote Socrates, "Now you will go away a victim of the injustice, not of the laws, but of man."
Allison	But, Socrates was accused of treason!
Peter	What specific law did Socrates violate?
Charles	Well, going against the government is treason.
Alex	Socrates doesn't think he broke the law. His accusers think he broke the law.
Peter	His trial was just and legal. The charge was false.

Allison	Why doesn't Socrates ask for an appeal?
Charles	There is no appeal for him.
J.B.	Why is Socrates unwilling to accept alternatives to death?
Alex	For seventy years Socrates believed in the same principles, he will not change his mind now. He says, "I cannot cast aside my former arguments because this misfortune has come to me."
Terrance	Socrates is a poor man. He has nothing except his word. It's his most sacred thing! I have a question . . . If Socrates had so much influence, why didn't people rebel and follow him?
Alex	Well, the trial was close: 281 to 220.
Allison	So, Socrates had no clout!
Charles	The young listened to Socrates.
Kelvin	But Crito has influence; he has money; he knows the system. Socrates refuses his help.
Dean	Anyhow, Socrates does not want the multitude to help him.
Peter	You cannot argue that Socrates had no influence. He just didn't want to leave jail. Socrates rejected help.
A. Price	What does Socrates think about the laws? What metaphor does Socrates use for viewing the laws?
Peter	He thinks of them as his parents. Let me read from text. "Are we not your parents: . . . Well, then, since we brought you into the world and raised and educated you, how, in the first place, can you deny that you are our child and our slave?"
J.B.	What kind of agreement do you have with the parents?
Charles	You obey them.
J.B.	What if you don't obey them? What if you run away from them?
Kelvin	You lose security, trust.
Peter	If Socrates leaves Athens, he loses part of himself. The laws are like his family.
Terrance	Don't you think Socrates was wrong and therefore he quoted the laws in his arguments?
A. Price	Don't you think, Terrance, that by bringing in the laws Socrates knew he was right?
Alex	Socrates thought he was right and the laws were right. Men had interpreted the laws unjustly.
J.B.	What if laws are unjust? Would you break them?
Roy	Yes, if I thought they were unfair.
Mich.	If you don't break laws there is not progress!
Alex	But Socrates says he will not pay injustice for injustice. He admits he was not able to persuade the jury.

J.B. If you cannot persuade the jury, then do you have to accept the consequences?

Alex Socrates is a reasonable man. If he cannot win with reason then he accepts defeat.

Mich. Yes, you must take the consequences. Look at Antigone, she broke the law.

Robert Yes. Look at Martin Luther King. He broke the law also and accepted the consequence.

J.B. Are they different from Socrates?

Mich. Yes, Antigone knows that she went against the King's decree. She didn't care!

Peter Socrates didn't think he broke the law.

Alex Socrates thought he was right.

Mich. So did Antigone!

Christine Crito thinks that Socrates takes the easy way out. He says, "It seems to me that you are choosing the easy way, and not the way of a good and brave man, so you ought, when you have been talking all your life long of the values that you set upon human excellence."

Alex But isn't exile more tramatic than death?

Allison Why not go into another country? Why not teach? If Socrates loved teaching so much and was so successful, wouldn't he want to influence others?

Peter Who would listen to him? Everyone would know he left jail.

Allison So, Socrates is more dangerous to Athens by dying! His death is a greater slap in the fact to the state.

Alex Socrates is more effective as a teacher by not living. As you say, it's more harmful to the state and is true to his word.

J.B. What principle is sacred to Socrates?

Alex Truth! He ways "Then is life worth living when that part of us which is maimed by injustice and benefited by justice is corrupt? Or do we consider that part of us whatever it is, which has to do with justice and injustice to be less consequence than our body?"

Charles What Socrates believes then, is the truth!

A Paideia freshman made clear his views when he wrote a letter to the editor of the *Sullivan Sentinel*. There was no doubt about how he felt about the entire program.

Dear Editor:

I am a freshman who is in the Paideia Program. I am writing to tell the entire school how much suffering I am going through because of this program. First, there are no study halls at all where we can get our thoughts together and

do some of our homework. Whoever designed this program thinks the only way to make the students have higher scores is to keep pushing them with all that work, and that is exactly what they are doing.

When I came into this program I was surprised how it really was because they did not tell us how hard it would be. I feel I have been trapped and deceived, and now it is too late to get out.

Name Withheld on Request

Editor's comment: Some of the freshmen Paideia students have complained about the amount of work required of them. One must realize that it was necessary to qualify academically for the program. That means you were chosen as a student who is capable of doing more than the average amount of work freshmen students have. For one thing, you knew you would be programmed for five major subjects.

What some Paideia freshmen students may not have realized is that high school is quite different from grammar school — Paideia student or not. Because you now have different teachers for every class, there is going to be more homework than grammar school. Your English teacher may not be aware of what work you have on a given night from your History teacher. Part of high school is learning how to cope with the additional work load. You are becoming an adult. You are no longer a baby and should not be expected to be treated like one.

The one thing we can say for you freshmen Paideia students is that you will have more choice and flexibility after freshman year. Just think, next year will seem easy compared to this year now that you have made the adjustment to high school.

The following issue of the *Sullivan Sentinel* brought this response.

Dear Editor:

I am a freshman in Paideia. I read in the *Sentinel* about another student in Paideia who wrote to you. I think that person should not be complaining about the program because as I remember, we were warned about all the work that was going to be expected of us. I, on the other hand, find the program most challenging. I am not too happy about not having studies, but it is not all that bad.

I think that the program gives us an advantage over the regular high school program because when it is time to apply for colleges in our senior year, they will see how hard we

worked — especially if we have honors classes in the program. As for the teachers, I think they all teach well.

Diana

In summary, Paideia is a program that looks "Gifted." It's not. However, because most Chicago schools have to compete city-wide for the "best" and "highest achieving" students to serve as vanguards for their programs, you have to join in. The average or below average student takes part in regular English-History classes and all school seminars. They enjoy the classes regardless of placement: Gifted, Heterogeneous, on any level.

One method of putting the faculty more at ease will be discussed in the next chapter.

A second approach is having open discussions on positive points and failings and discussing at length why we can't do what Adler says we "must do."

The third is an adventure for a principal. During all-school seminars, entire texts could not be completed with non-level or heterogeneous freshman through senior groups. I and other seminar leaders would take groups and video-tape the sessions. St. John's College is exacting in how seminars should be run. However, I tried to deviate by using a chart to spur discussion as Dr. Adler had done in discussing *The Prince* with Paideia teachers at the Knickerbocker Hotel in Chicago. My teachers loved assessing my performance. I felt it brought us closer together and I plan to do it again. Figures nine and ten present a special relationship of Paideia (freshman) classes during the school week and Socratic (sophomores, juniors and seniors) classes. The freshman offerings will increase each September.

NOTES

1. Steven R. Van Luchene and Benjamin Milner, "Great Books make Great Teachers," *American Educator*, Winter, 1982, p.p. 16-19.
2. *Graduate Institute in Liberal Arts St. John's College* (St. John's College Printshop, Annapolis, 1984), p.5.
3. *Ibid.*, p. 6.
4. *Ibid.*, p. 7.
5. *Ibid.*, p. 8.

FIGURE 9.
SULLIVAN HIGH SCHOOL — THE PAIDEIA PROGRAM
Seminar Schedule
1984-1985
Socratic Classes
(10th-11th-12th Grades)

PERIOD	1	2	3	4	5	6	7	8	9	10
	8:00 8:40	8:44 9:24	9:28 10:08	10:26 11:06	11:10 11:50	11:54 12:34	12:38 1:18	1:22 2:02	2:06 2:46	2:50 3:30
MONDAY		English IIH 317 — Glaser			English IIIH 328-326 — Kramer U.S. History-Reg.* 136 — Bryer				English IIR 206 — Prosise	
TUESDAY					M. Eur. History-A.P. 135 — Glickman					
WEDNESDAY				English-A.P. 313 — Price			Humanities-Reg. 313 — Price/Bertacchi			
THURSDAY										
FRIDAY			M.W. History IH 136 & 213 — Glickman				English IIIR* 210 — Davis U.S. History-Hon. 137 — Fritzshall			

* Seminar Held Every Other Week

FIGURE 10.
SULLIVAN HIGH SCHOOL — THE PAIDEIA PROGRAM
Seminar Schedule
1984-1985
Socratic Classes
(10th-11th-12th Grades)

PERIOD	1	2	3	4	5	6	7	8	9	10
	8:00 8:40	8:44 9:24	9:28 10:08	10:26 11:06	11:10 11:50	11:54 12:34	12:38 1:18	1:22 2:02	2:06 2:46	2:50 3:30
MONDAY		English IIH 317 — Glaser			English IIIH 328-326 Kramer			English IIR 206 — Prosise		
							U.S. History-Reg.* 136 — Bryer			
TUESDAY					M. Eur. History-A.P. 135 — Glickman					
WEDNESDAY				English-A.P. 313 — Price			Humanities-Reg. 313 — Price/Bertacchi			
THURSDAY										
FRIDAY			M.W. History IH 136 & 213 — Glickman				English IIIR* 210 — Davis			
							U.S. History-Hon. 137 — Fritzshall			

* Seminar Held Every Other Week

Chapter 3

Classroom, Coaching and Community

"The Principal must be first and foremost what the title implies — the head teacher, or what in private schools is called the headmaster, leader of the other teachers who are also called master."

Mortimer J. Adler,
The Paideia Proposal

The visitation to each seminar is part of an essential fabric for assessing its progress and the teacher's ability. I realized immediately that it was going to be extremely difficult to evaluate the teacher in the settings of previous years. Before Paideia, I had visited each teacher in his or her classroom three or four times a school year. A conference would follow some of the visitations and differences of opinions were discussed.

With all seminars which were usually held on Mondays and Fridays, I would ask the classroom teacher for a copy of the topic under discussion, to be read by me, when I entered the class. It normally took from ten to fifteen minutes to complete the reading. I would then join in the discussion. All DIRECT evaluation of the teacher would end at this point. We would become a seminar with teacher and principal as co-leaders. It normally went very well. A major drawback for the principal is that he is not privy to readings leading up to the seminar and often has to defer to the classroom teacher. A text chapter is the normal focal point of any discussion and often the texts should be familiar to the principal; however, many were not. My readings at St. John's Graduate Institute carried me over several rough spots.

During one of my early visits to a class seminar, there was an interruption for division attendance. I had to return to the main office for ten minutes. Several class members came down and asked if I was going to return for the second half. I, of course, continued after division attendance and was gratified to have been invited. I found this upbeat attitude in my all-school seminar group also.

Before the first all-school seminar, one of our less scholastically inclined football players was approached by the football coach. "What are you doing?" he inquired. The player, who was busily using a dictionary to define unfamiliar words in Machiavelli's, *The Prince*, responded, "I want to be impressive in the all-school seminar." We later found that junior and senior boys did not want to be embarrassed in discussions with freshman and sophomore girls.

The entire Paideia instructional program will normally have to function in accord with the goals and directives of that city's school district. The infrastructure, socio-economic status of the community and their support play a major role, although some will argue that the "right" principal with faculty support could make it happen. Arguments aside, it's much easier with everyone taking part.

Chicago and Sullivan's city-wide objectives for 1984-85 were to: increase the median score for students on standardized achievement tests, provide a positive classroom environment, improve student attendance by 1%, reduce vandalism by 2%, improve discipline procedures, increase or maintain teacher attendance rates at 95%, reduce the school drop-out rate by 2%, increase by 2% the number of parents who participate in the report card or course book pick-up in each school, work cooperatively with the community to achieve mutually desired ends, and ameliorate the assimilation of foreign students, atypical students, special interest and gifted students into a positive curriculum commensurate with their abilities.

The support system for meeting this myriad of objectives precluded the Paideia Program but made the switch in instructional mode easier. Proposals were written and instructional materials were received including three different types of computer instruction. Two Principal incentive proposals were received, a Carnegie Foundation planning grant, and a computer which called the home of every student who was absent, truant or had cut a class, every night between six and ten P.M. These few were keys to a Sullivan program which had to compete with magnet centers to survive as a secondary institution.

Listed below are the directive and assessment by the General Superintendent and Executive staff carried out annually with visits to most schools. Sullivan High School's visit and evaluation was carried out by one Associate Superintendent and two central office consultants.

School Visits by the General Superintendent and the Executive Staff

School_____ Dist._____ Date_____ Time_____

[1] Needs Improvement [2] Satisfactory [3] Excellent

I. General Atmosphere of School

A. Students move about the building in an orderly manner	1	2	3
B. The outside of the building, halls and classrooms are generally clean	1	2	3
C. Students arrive at classes on time	1	2	3
D. Routine class procedures (attendance, opening class activities, etc.)	1	2	3
E. Classes are orderly	1	2	3
F. Rooms are neat and attractive	1	2	3
G. Teachers are in their classrooms or at their assigned duty posts at the beginning of each class	1	2	3

II. School Program for the Improvement of Instruction

A. The principal has a completed action plan	1	2	3
B. Teachers have established daily and long range plans	1	2	3
C. The principal and his/her designee have visited classrooms	1	2	3
D. Procedures outlined in the Handbook for the Evaluation of Teachers are being followed	1	2	3
E. Teachers keep accurate records of student attendance and student class progress	1	2	3
F. The school has an attendance procedure that is followed by the entire staff	1	2	3
G. Teachers are knowledgeable in respect to subject matter, methods of instruction, and classroom management	1	2	3
H. The principal involves department chairpersons in the operations of the school	1	2	3

III. Learning Environment

A. The principal has a current school security plan	1	2	3
B. All staff members are on duty at their assigned duty posts	1	2	3
C. The Uniform Discipline Code is being implemented	1	2	3
D. The procedures for using the lunchroom are well established and are understood by staff and students	1	2	3
E. Students are orderly in the lunchroom	1	2	3
F. Study halls are well supervised	1	2	3
G. There is an opportunity for staff meetings including department meetings	1	2	3

IV. Areas of Commendation and Concern

Sullivan High School Visitation
District Two
February 7, 1985

I. GENERAL ATMOSPHERE OF SCHOOL

The building interior of Sullivan High School is generally orderly. Security monitors greet visitors and assist the students as they move from class to class. Student murals add to the overall attractiveness of the interior.

The classrooms are orderly and attractive. A general sense of enthusiasm on the part of the teachers and students alike was quite evident. The students moved to classes between periods in an orderly manner with a tolerable noise level. Most teachers were in their rooms to begin class on time or were actually involved in instructional leadership.

II. SCHOOL PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION

Procedures for student attendance are clearly stated and well organized. Follow-up is assured with the use of the telephone recording messages and call center. Student progress records are maintained by the teachers observed, who also demonstrated good classroom management. The science and social studies classes were led by teachers who were not only prepared for the sessions, but who also exhibited knowledge and enthusiasm about the subject matter. The Paideia Program is well organized with a knowledgeable and committed staff.

III. LEARNING ENVIRONMENT

Supervision by security and staff was evident in the halls and study areas while classes were in session.

Department chairpersons in science and social studies areas meet with departmental staff on a regular basis to review and examine concerns.

IV. AREAS OF COMMENDATION AND CONCERN

Sullivan High School is a well managed multi-ethnic, multi-racial high school that appears to be providing a sound instructional program.

The Paideia Program is off to an excellent start and has excellent teachers who are dedicated to the program.

The principal has been extremely resourceful and innovative in supplying the school with resource materials and persons to supplement the educational program. He is also actively involved in

the instructional program and provides direct, ongoing instruction to students. He allows open communication and dialogue with staff and appears to be a strong leader.

There is need for building repair from water damage on all floor levels. Replacement/repair of water faucets in the science lab units would allow teachers to involve students in more complete hands-on activities in the science laboratory experiments. There is also a need for additional pianos in the piano laboratory, construction work in the dance lab, and a copier.

COACHING — DIVIDE AND PROVIDE

"Since what is learned here is skill in performance, not knowledge of facts and formulas, the mode of teaching cannot be didactic. It cannot consist of the teacher telling, demonstrating, or lecturing. Instead, it must be akin to the coaching that is done to impart athletic skills. A coach does not teach simply by telling or giving the learner a rule book to follow. A coach trains by helping the learner to do, to go through the right motions, and to organize a sequence of acts in a correct fashion. He corrects faulty performance again and again and insists on repetition of the performance until it achieves a measure of perfection."

Mortimer J. Adler,
The Paideia Proposal

I thought the coaching segment of the Paideia Proposal would be easily put into place. It was much more difficult than I imagined. Firstly, we're an urban school and I was very concerned about the security of computers and other materials. Steel doors and a silent alarm system were necessary and subsequently installed. We had to devise a plan for dividing groups to effect more meaningful coaching in a small group. Students were divided into reading centers and computer stations and changed during the year. This was complemented by group guidance sessions, offered weekly, by guidance counselors, in study skills and values. This foundational program was further enhanced by performance contract staffing by counselors and a weekly small group counselling session by the school social worker.

Pat Anderson, the coordinator of the coaching aspect of the Paideia Program, explains her view of coaching: "The coaching segment of the Paideia Proposal is a time when individual attention could be given to students. It is a forty minute period where the student could receive help in specific subject areas. To enable this conception to become a reality, Sullivan High School has implemented a coaching plan which integrates individual tutoring, group guidance and computer instruction.

"If I don't understand my work, I can receive extra help during the coaching period. I can also exchange information with my classmates."

"Paideia students are scheduled for three coaching periods per week. Typically the students spend one of those periods in mathematics coaching, a second period in group guidance, and a third period in either unstructured coaching or computer instruction and practice. Every five weeks those students in the unstructured coaching group alternate with those students who were receiving computer instruction.

"This arrangement allows students to receive coaching, guidance, and a basic computer literacy training. Those students who need more intense instruction in particular skills have available to them a reading specialist who focuses upon study skills. Through this approach to the coaching segment of the Paideia program, Sullivan has remained true to Adler's view of what coaching should be, as well as having provided an integrated and broad-based practical plan to meet student needs.

"Most students speak favorably of the coaching class. One Sullivan student stated, "If I don't understand my work, I can receive extra help during the coaching period. I can also exchange information with my classmates." Another Paideia freshman commented, "I like the computers. They're fun."

"Students are pleased with the availability of teachers to answer questions, to give instruction, and to exchange ideas. Teachers are happy about the manageable size of the coaching groups with fifteen students being the maximum group and ten being the average group size. This small size enables the teacher to provide adequate individual attention to each student — a goal not often achieved in public education.

"Sullivan is proud of the way the Paideia program is unfolding in this, its first year. The administrators and teachers have taken much time to plan a worthwhile and workable program. They have kept open lines of communication with parents and students (to encourage comments and suggestions), not only for the coaching segment, but also for the entire Paideia program."

Staffing was carried out by three counselors, Sheila Freedman, Bernard Gershman and Kurt Kopfstein.

"The staffing procedure is basically a method through which each faculty member involved in the student's day has an opportunity to meet with the counselors and his or her colleagues to pool their knowledge of the student. The counselors feel the sharing of observations and points of view by everyone involved gives all of us deeper insight and enables us to deal more effectively with the student.

"For a variety of reasons — adjustment to high school, the rigorous

requirements of the program and tight scheduling, we found that we had several students who were not reaching their potential at the tenth week. We decided to conduct an organized inquiry into the problems of each of these students which would culminate in a staffing where each case would be discussed and a concensus reached on remediating the individual's problems.

"Our plan was to utilize the performance contract in an interview between the counselor and each student needing help where we would discuss the details of class expectations and learn their view of the problem involved. The counselors then contacted the parent, discussed the findings with them and encouraged them to come in for a conference with the class teacher and the counselor. When the parent did come, and most did, the counselor encouraged them to take the time to talk to every teacher their child had. This exchange was most illuminating. Where there were problems, this multiple involvement of faculty members and the concern they showed presented direction toward resolving difficulties.

"Following the parents' visits, the Paideia faculty met as a group to discuss findings. Each counselor presented the information he or she had gathered, each teacher had an opportunity to add or comment on the findings. The sharing of the information enabled us to deal more meaningfully and effectively with each student's situation.

"The response from the parents had been gratifying. They appreciate the individualized attention and the interest and enthusiasm of the faculty. Far more important, we were able to significantly increase the productivity of the staffed pupils. We feel we know our students much better now and have made progress in helping them to succeed in the program."

Richard Schaps, district social worker, felt that his contribution would be helpful to the Paideia program.

"As Social Worker for Sullivan I would like to inform you that within the next few weeks I will be starting a group for students who are manifesting problems in adjusting to the various aspects of the high school experience. The group will meet every Thursday for a period of approximately ten weeks with each session lasting one full period. The purpose of the group will be to offer each member a confidential forum in which problems, difficulties, feelings, and emotions can be openly and candidly expressed and shared. Hopefully, this opportunity to introspectively reflect upon current personal conflicts, while listening and responding to the conflicts of others, will enable the members of the group to gain insight and understanding into the origin of their problems as well as what they can do about resolving them.

"Within the past couple of weeks I have met with both the counseling and administrative staffs to discuss the formation of this group. Although nothing is absolute, it was felt that the group should be limited to new

students entering Sullivan either as ninth graders or as recent transferees. The scope and nature of the problems to be addressed may include academic, social, behavioral, or attendance issues but is certainly not limited to these areas. The group will be comprised of six to ten students depending upon individual schedules and times available for group participation.

"If anyone is currently aware of a student who fits the general outline heretofore described (or becomes familiar with someone in a near future) please contact your respective counselor. All referrals to the group will be made through the counseling office. If I can answer any questions or be of any help to you, please do not hesitate to call upon me. Thank you for you consideration and cooperation."

Dr. Alice Price introduced the performance contract into the Paideia program.

To keep parents abreast of their child's performance in each Paideia class, teachers at Sullivan High School decided upon a document which details classroom behavior. We called this evaluative tool a performance contract.

After the first semester, one contract was completed for each student in every Paideia class; thus parents were mailed six performance contracts at the end of January with a cover letter explaining our purpose. We waited until the twentieth week to evaluate the student in this manner because we wanted the freshmen to have adequate time to adjust to high school, to seven different subjects, and to seven different teachers.

Of the eleven Paideia teachers using this document, all felt it helped focus upon the progress of each child. As Spanish teacher Diane Stotland realized, "It gave me the opportunity to sit down and think about each student which also made the student realize more clearly what I thought of him."

Another benefit of the performance contract was that it gave the students a more exact idea of their performance in relation to their peers: English teacher Eileen Barton explains, "All the kids compulsively shared their contracts with their classmates."

To complete each contract, teachers talked privately with students; in turn students could ask questions and discuss their reactions. As Mathematics teacher Larry Becker noted, "Students become more aware of their own responsibility in educating themselves." Biology teacher Don Smith concurs: "For some students, it became a mission to overcome their weaknesses."

The evaluation asks for seven items to be examined: attendance, discussions in class, homework, writing skills, reading skills, behavior in class and test results. Where it was necessary to outline weaknesses, teachers noted deficiencies. Where it was appropriate to praise, teachers wrote laudatory comments. Both student and teacher signed the contract

and returned them to the Program Developer who collated and mailed six performance contracts to each parent. In turn, parents were asked to sign each contract and return them to the school's counselors. As Paideia division teacher Rhoda Fritzshall notes, "With this final signature, the document becomes a formal obligation to all parties involved."

In a subsequent meeting with parents, we learned that parents greatly appreciated receiving this communication about their child. They felt it gave them a composite view, a mosaic from six different perspectives.

Finally, the community became involved through the local school council, district council and affiliated groups. The staff visited elementary schools, sat for television interviews (Loyola University 8 minute video-tape), major television interviews, radio discussions and the principal made presentations and entertained visitors to Sullivan continuously.

Newsletters, depicting each department's contributions, were mailed to every parent's home bi-monthly. A monthly report was given to the local council by the principal and visitors were invited in to view the Paideia seminars and to take part if they chose. There was never a problem getting full community support.

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Chapter 4

Paideia Program Evaluation
The First Year 1984-85

Trying to evaluate a program with its myriad difficulties and approaches will probably produce an unclear design. However, evaluations of what appeared lucid or difficult were continually asked of students and teachers. I held faculty meetings and sat with representative student groups to face the hard, cold facts of what was working and what wasn't.

The most difficult area of implementation to evaluate is the input of students in seminar. Almost all teachers will say to classes upon first meeting, "Your contributions in class discussions will be a part of your grade." The teacher would then ignore the area and give a grade strictly on test scores. That has happened all of my years as principal when a teacher has been called in to explain a grade to a parent and student.

Because I was stymied, I discussed the matter with Dr. John Van Doren from Dr. Adler's Institute for Philosophical Research. He felt that a properly prepared teacher could meet with four or five students, present questions, separate expectations into information, assess how well the questions are handled and how logical the responses are.

I agreed and felt that I would try to implement that procedure if the programmer could work it out with a mid-term and final exam schedule. I would initially institute two cycles, English and History, mix achievers with less able students and prepare a check-off sheet with space for essay evaluation and complete it in five minutes after the oral assessment.

I came to these conclusions after much staff interaction and determined that I couldn't introduce the same curriculum for everyone, but I could insist upon more reading and writing and speaking in class for an improved grade.

I could not replicate the three hundred student structure of St. John's College and have two teachers evaluate all course readings, each team with one student for two hours. I enjoyed it at St. John's but the teacher-pupil ratio at Sullivan would make it impossible.

I could, however, stress again and again to faculty that a seminar is not window dressing and should be evaluated as best you could on a weekly basis.

Following are enumerated results of faculty evaluation in the fall of 1984. Some results were obtained in small group discussions and faculty meetings and others following all school seminars where anonymous responses were requested by form evaluation. The instructional ideas were presented; the evaluations followed.

SULLIVAN HIGH SCHOOL FACULTY MEETING AND LOCAL COUNCIL PRESENTATION

Paideia Main Instructional Ideas

1. The student group should not exceed 25 students with no less than 20. They should be age 12-18 and all able to read at the seventh grade level.
2. The seminar (once weekly at Sullivan High School) will be for two periods (Adler advocates two hours).
3. Participants should be IN A TABLE ARRANGEMENT, a large square/circle. No teacher should stand in front of the group.
4. The discussion leader should be a little more equal among equals (a little older, a better reader).
5. Prepared materials should not be like textbooks, over the heads of students, much of the time. They should be relatively short in length, seldom more that 50 pages and usually fewer than 30, so they can be read through a number of times very carefully, marked and annotated. They must be rich in content, essentially philosophical, to raise ideas and questions.

The Moderator (Teacher)

1. Must prepare for the seminar by reading the assigned work carefully underlining all the crucial words and make marginal notes connecting one part of the text to another.
2. Make random notes about the important points, questions and issues.

3. List important questions, phrased with care, that will be the backbone of a double period.
4. Never be satisfied with the answers given. Ask why??
5. Never allow any student to use sloven speech or allow words to be used ambiguously or loosely.
6. Ask the question in many ways to get a "truer" answer.
7. Use the chalkboard during discussion to develop a schematic chart to frame issues and opposing positions so students can identify with pro and con positions.
8. The seminar should not attempt to reach conclusions about which everyone agrees.
9. Information gained in successive seminars should be interrelated with the earlier seminars (foundational). Reading material should be coordinated with discussions.
10. Do not talk down to students.
11. Be patient/polite.

TEACHER EVALUATION
September/October 1984

PROBLEM:	SOLUTION:
All Paideia seminars are scheduled for periods eight or nine. Thus students in activities and sports are often absent form seminars, especially the ninth period.	Schedule seminars throughout the entire day for next year.
Students have as many as three seminars per day which overtaxes the jumpy freshmen.	Vary the seminar schedule for students so that all seminars do not fall on Monday or Friday or late in the day.
Seminars late in the day have students who are overly tired.	
Some teachers feel the seminar of eighty minutes is too long for freshmen.	Correlate the length of the seminar with the student and the material. A forty minute seminar may be ideal in language, math, and science.
Some teachers feel the weekly seminar is too frequent.	Schedule a seminar for every other week when necessary.
In classes of thirty students, the seminar is very difficult.	Ask a second teacher to help with a large seminar group.
In laboratory rooms, the physical arrangement is very difficult for a seminar seating.	Use a horseshoe arrangement in the laboratory rooms.

The math and science classes are not using a dove-tailed seminar programming.	Study possible ways of dovetailing math and science seminars.

COACHING EVALUATION

PROBLEM:	SOLUTION:
Students are together in coaching situations in large groups (43 on some days).	Locate more rooms for coaching so as to separate students into smaller groups.
Too few teachers are involved in coaching	Utilize available teachers for tutoring of Paideia students. Separate students into smaller groups for more effective tutoring. Allow individual students the opportunity of going to the library during tutoring.
Coaching should be a period for coaching as a period for study, not for additional teaching.	Use coaching as a period for tutoring only.

GENERAL EVALUATION

CONCERN:	SOLUTION:
The immediate goals and long-term objectives for Paideia are not clear.	Formulate agreed-upon goals for Paideia.
Some teachers feel that students accepted into this program do not have adequate intellectual ability.	Counsel students having difficulty and be patient. Remove students from the program who do not wish to be serious.
Teachers are concerned that low-ability students will not do well on standardized tests.	Determine if Paideia students will be tested for academic growth by the central office.
Teachers are concerned about the nature of the evaluation process for the Paideia student.	Explain and give sample copies of testing materials to teachers.
No money is available for supplies so budgeting is a continual problem.	Secure funding for expenses incurred by Paideia. These expenses include postage, money for xeroxing, purchasing of paperback books for seminars; supplies needed for organizational tests; files folders, etc.

PROGRAMMING EVALUATION

PROBLEM:	SOLUTION:
Some Paideia students in gym classes are mixed with non-Paideia students. Some Paideia students are not in coed gym.	Mixing Paideia students within physical education is desirable.
Students taking Geometry as freshmen are in a class with non-Paideia students who are not honor students.	Some mixing of Paideia students is necessary within classes as without additional students the regular classes would be too large.
Students in Computer/Keyboard are mixed with non-Paideia students in a class of forty students.	To remedy the problem of overcrowding in Typing would require hiring an additional teacher with typing skills.

STRENGTHS

1. Two part-time research professionals at the Central Office help in evaluating the Paideia program. Teachers and students are given questionnaires to evaluate the program. Other evaluative tools have been devised to determine the success of the program.
2. The Institute for Philosophical Research and Loyola University have shown a great interest and an active involvement in our Paideia program.
3. The spring and summer inservice sessions at the University of Chicago during 1984 were most stimulating. Staff from the University came to Sullivan in the fall to lead teacher seminars about *The Prince*, preparing us for our first all-school seminar.
4. Beginning in September 1985, freshmen will be given more choices in selecting minor subjects.

WEAKNESSES

1. Although guidelines have been published for the Paideia program by the Board of Education, we at Sullivan High School have not formulated our own set of educational objectives to our satisfaction.
2. Although certain Paideia teachers have been able to arrange a shared seminar for students, not every English and history teacher can dovetail their separate sessions because of scheduling problems.
3. Some Paideia teachers are not free to attend Paideia meetings which are generally held ninth period.
4. Because of a double-period seminar each week, English and history teachers feel there is not enough time for didactic teaching. At present, English and history teachers meet students four days only.

thus losing continuity in curriculum. The number of teaching periods however, remain the same with one double period for seminar.

5. At present, we have not worked out a written policy for evaluating or grading the seminar.
6. There is inadequate money for supplies, mailing or incidental expenses incurred within the Paideia program.
7. Too few Paideia freshmen students are participating in our strong and varied extra-curricular program because of a full schedule.

RECOMMENDATIONS

1. Formulate a position paper, agreed upon by staff, which details long-range and short-term goals for the Paideia program. Using the Paideia Handbook, write detailed job descriptions for the Program developer, the recruiter, the counselors, classroom teachers, and division teachers so that each person involved with this new program understands his role and his tasks.
2. Attempt to dovetail certain Paideia classes so that combined seminars may be held for interdisciplinary teaching.
3. Arrange teachers' schedules so that selected Paideia teachers, especially English and history, can meet during a shared preparation period to plan their curriculum.
4. Schedule as many Paideia teachers as possible and at least one teacher per department with a common preparation period so that material covered at meetings will be known.
5. Consider a ten-period day for Paideia students so that there is more flexibility in programming, both for didactic teaching and for more involvement in the coaching sessions by teachers already working with Paideia students.
6. Decide upon methods appropriate for evaluating the seminar and prepare a position paper agreed upon by teachers.
7. Petition the Central Office, the District Office, and other funding agencies for money for Paideia's expenses.
8. Encourage the Paideia students to join our extra curricular activities and schedule more activities after school.

After each all-school seminar, teachers and students were involved in assessments. Teachers were requested to respond in an essay and students were questioned in English classes using discussion check lists and essay requests.

Teacher responses were discussed in faculty meetings with tallies of responses which were popular or unpopular.

DECLARATION OF INDEPENDENCE
All-School Seminar #2

1. Most of us were forced to learn new meanings from "The Declaration."
2. Students should go over material in class before the all-school seminar. Note: For the next all-school seminar, Richard Wright's "Black Voices," students read the assigned chapter in English classes and there was marked improvement.
3. I learned a great deal from fellow teachers in the prediscussion seminars for teachers led by University of Chicago professors and tutors from St. John's College.
4. Most teachers felt that the all-school seminars should not be on Monday or Friday because regular seminars are held and it's too hectic.
5. Most teachers felt that they are learning new, positive teaching techniques which are beneficial in all classes.
6. Assign teachers who have difficulty leading discussions with good seminar leaders.
7. All groups should have two seminar leaders and they should sit apart.
8. Next year we should know all four readings in advance.

Personal gripes had to be separated from clear, meaningful objectives that we could all undertake. In small group sessions and at faculty meetings, I tried to address what Dr. Adler originally felt so strongly about in his Paideia series. There were of course continuous clashes between his thoughts, Chicago Board of Education policy restrictions and retraining many teachers with over twenty years of experience, almost all with ten years or more.

For the school year 1984-85, the Chicago Board of Education administered the Test of Achievement and Proficiency (T.A.P.) to all students in the public school system. The areas evaluated were reading, mathematics, written expression, using sources of information, social studies and science. Sullivan students from freshmen to seniors improved in reading on a percentile basis 4%, 0%, 2%, and 7%. In mathematics they improved 4%, 0%, -2% and 4%. In using sources of information, students improved 5%, 0%, 4% and 3%. Social studies showed least improvement with 0%, 0%, 0% and 1% followed by science with 1%, -2%, -1% and 3%. The overall improvement was excellent with seniors making more progress than any other group. The need for more reading, writing, speaking and using the library is however very apparent. Hard facts have to be presented because naysayers continuously request hard data.

The most interesting assessment of Paideia comes from the Paideia freshmen. Every ten weeks, I would meet with fifteen students, a

different group each time, to listen to how they felt about the way they were being taught.

They felt collectively that they were never allowed to relax or given study periods like other students. Teachers should be more lenient toward freshmen. They should be more involved in school social activities: newspaper, yearbook, etc. Homework should be staggered so that you won't have to study for three or four subjects in one evening. Algebra coaching and computer tutorial is most interesting. In foreign language classes, introduce the subject matter initially in English.

Adjustments are planned for future entering Paideia groups. We will align coaching periods to involve teachers on duty in corridors to broaden access to more subjects. We will allow some free time to think, other than lunch. We will allow for more involvement in art, music and other activities during the freshman year (interpretive dance, aerobics, guitar, and dramatics). We will attempt to stagger homework assignments and generally adhere to reasonable student input.

Generally I felt that the ten key ingredients outlined by a Chicago Education Interest Group, Designs for Change, is an excellent example for our school to follow.

TEN KEY INGREDIENTS THAT CAN MAKE YOUR SCHOOL EFFECTIVE[1]

1. PRINCIPAL IS EDUCATIONAL LEADER. The principal provides strong leadership and works toward clear educational goals for the school.
2. SAFE ATTRACTIVE SCHOOL. The staff creates an atmosphere in the school that is orderly, safe, serious, and attractive — without being oppressive.
3. PARENTS WORK TO IMPROVE THE LEARNING PROGRAM. Parents involve themselves in improving the educational program, and the school welcomes parent participation and responds to parent concerns.
4. STAFF BELIEVES STUDENTS CAN LEARN. The principal and teachers firmly believe that their students can learn as well as anybody, and they work hard to make that happen.
5. LEARNING TO READ IS THE HIGHEST PRIORITY. The school staff defines learning to read in its broadest sense as the school's number one priority, and uses all school subjects and resources to make sure that this happens.
6. STUDENT TIME IS SPENT MOSTLY ON LEARNING ACTIVITIES. School schedules and day-to-day practices of all school staff help children spend as much time as possible actively involved in learning activities.

7. FREQUENT CHECKS OF STUDENT PROGRESS. The principal and teachers check frequently to see how well children are learning, and use this information to make the educational program more effective.
8. STAFF DEVELOPMENT IS TIED TO SPECIFIC SCHOOL GOALS. Staff development programs help teachers achieve the priority educational goals for the school.
9. SPECIAL PROGRAMS ARE CAREFULLY DESIGNED. Special programs (bilingual education, special education, Title I, and so on) are of high quality, are carefully matched to student needs, and are coordinated closely with overall learning program of the school.

If this outline is followed closely, a successful educational experience will be had by most children in the educational program.

Open house, personal conferences and breakfast discussion groups were held for Paideia parents. A formal questionnaire for parents was utilized by the Department of Research and Evaluation to gather information. The purpose was to allow parents an opportunity to share common problems and some that were not so common. Every meeting was a success; parents remained eager to share. Guest speakers, teachers and counsellors all acted as problem facilitators.

Near the end of the school year, Ellen Goldring and Jeanne Borger delivered summaries of the Paideia pretest data to me. The reports were informative in the sense that they described the perceptions of the respondents.

The classroom survey was administered to teachers and students before the implementation of Paideia in the spring of the 1983-84 school year as well as in the fall of the 1984-85 school year, after the beginning of the implementation of Paideia. The researchers felt that due to the extensive Paideia teacher training during the summer, before the implementation, Paideia teachers' classroom behaviors might be different in the fall when compared to those of the generalized sample of teachers in the school who were surveyed the previous spring. The following classroom survey report compares the perceptions of these two groups of teachers and students. It cannot measure the impact of the total program upon the school.

Additionally, there were sophomore, junior, and senior classes interfaced in English and History. These classes used the same methodology and possibly could have more influence on acceptance by the student body than Paideia freshmen.

PAIDEIA PROGRAM
SULLIVAN HIGH SCHOOL

CLASSROOM SURVEY (STUDENT QUESTIONNAIRE) FORMATIVE REPORT — SPRING AND FALL 1984

The Paideia Program was formally implemented at Sullivan High School in the 1984-85 school year with a group of approximately 80 freshman students. In order to obtain a picture of classroom behaviors at Sullivan before the actual implementation of the Paideia Program and before teachers received training in this new method, the Classroom Survey was administered to a random sample of Sullivan freshman in the spring of 1984. The same instrument was administered again in November, 1984 two months after the Paideia program officially began. This time it was given to a sample of the incoming freshman who were the Paideia students. The two groups who responded to the survey consisted therefore, of entirely different individuals.

The questionnaire was designed to elicit student responses about the frequency of occurrence of specific teacher behaviors which should be evident in a Paideia classroom. Table 1 presents the number of students who responded to the questionnaire from each Paideia school in both the spring and the fall.

The question items were grouped into specific categories of behaviors. The results of each item in each category are presented for the spring and the fall. The tables report the percent of students responding "seldom," "sometimes," or "usually" to each item when referring to their classroom teacher. The percent change in "usually" and "seldom" responses is also indicated for each item. Thus, the objective of this report is to compare Paideia students' responses of this fall to the responses of a random sample of freshmen students last spring before the implementation of Paideia.

Table 1: Number of Students Responding

	Spring 1984		Fall 1984	
School	Sample of Students	Number of Classrooms	Paideia Students	Number Classrooms
Austin	74	6	32	2
Sullivan	169	12	30	2
Kilmer	178	7	303	13
Goldblatt	197	8	143	5
Total	618	33	508	22

89

"Paideia students also mention that they share their ideas more in class and that their teachers encourage them to ask questions more often."

Table 2 indicates that Paideia students surveyed at Sullivan perceive that their teachers have a better quality of interaction in the fall of 1984 than was perceived by the random sample of freshman the previous spring. The most striking improvement was that 25 percent more students this fall report that their teachers let students answer another student's question. Paideia students also mention that they share their ideas more in class and that their teachers encourage them to ask questions more often. This is a positive indication of the implementation of the Paideia curriculum as these teacher behaviors are crucial to the program. It is encouraging that all the changes in students' responses to these items are in a positive direction.

Table 3 indicates that Sullivan students in the Paideia Program in the fall of 1984 report they receive more coaching and individual help than the random sample of non-Paideia students did the previous spring. This was expected because one of the components of the Paideia Program is coaching.

Table 2: Student-Teacher Interaction

Item	Date	Usually	Sometimes	Seldom
3. My teacher lets us share our ideas in class.	Spring	53.3	34.3	11.8
	Fall	63.3	13.3	23.3
	% Change	(+10.0		(+11.5
12. My teacher encourages us to ask questions.	Spring	63.3	27.2	9.5
	Fall	76.7	23.3	—
	% Change	(+13.4		(−9.5
14. When a student asks a question, my teacher lets other students answer.	Spring	21.3	49.7	28.4
	Fall	46.7	30.0	23.3
	% Change	(+25.4		(−5.1

Table 3: Coaching

Item	Date	Usually	Sometimes	Seldom
4. My teacher gives special help to students who need it.	Spring	52.1	29.6	17.2
	Fall	66.7	33.0	—
	% Change	(+14.6		(−17.2
20. My teacher meets with one student at a time.	Spring	19.5	36.1	44.4
	% Change	(+13.8		(−21.1

It is clear from Table 4 that Paideia students surveyed at Sullivan are saying that they are not usually receiving supervised practice of their class work given for homework in the fall of 1984. The freshman who responded the previous spring said they usually received more supervised practice. It may be that due to the new aspects of the Paideia curriculum, teachers have to cut back time spent on some of the traditional components.

Table 5 shows that the Paideia students at Sullivan believe that teachers are a bit more enthusiastic about teaching than the group of freshman felt the previous spring.

The results of Table 6 about active discussions in the classroom are confusing. On the one hand, a large number of Paideia students report that they sit in circles for discussions and lead discussions this fall. The previous spring only a few students in the random sample indicated this was a usual practice. On the other hand, there is no change in the percentage of students who said they have discussion in class. Perhaps Paideia students do not believe they have discussions more often but when they do have them, they are of a better quality (in a circle with more student input). Furthermore, it may be that the non-Paideia students did not have any specific model in mind when assessing the question about having class discussions whereas this fall Paideia students are referring specifically to the seminar. This seems indicated by the fact that Paideia students report they sit in a circle more often for discussions.

Table 7 indicates that both groups of students surveyed report there

Table 4: Supervised Practice

Item	Date	Usually	Sometimes	Seldom
9. My teacher works with us on new things before we get them for homework.	Spring	64.5	21.9	13.6
	Fall	31.0	37.9	31.0
	% Change	(−33.5		(+17.4
18. My teacher helps us practice what we've learned.	Spring	52.1	34.9	13.0
	Fall	36.7	46.7	16.7
	% Change	(−15.4		(+3.7

Table 5: Enthusiasm

Item	Date	Usually	Sometimes	Seldom
11. My teacher seems to enjoy teaching.	Spring	74.6	19.5	5.3
	Fall	83.3	16.7	—
	% Change	(+8.7	(−5.3	

Table 6: Active Discussions

Item	Date	Usually	Sometimes	Seldom
1. My teacher lets us sit in a circle for discussions.	Spring	8.9	13.0	77.5
	Fall	63.3	10.0	26.7
	% Change	(+54.4		(−50.8
5. My teacher lets students lead discussions.	Spring	17.8	47.9	33.1
	Fall	55.2	20.7	24.1
	% Change	(+37.4		(−9.0
7. We have discussions in class.	Spring	65.7	25.4	8.3
	Fall	65.5	17.2	17.2
	% Change	(−0.2		(+8.9
15. When we are having discussions, the students have enough time to share their ideas.	Spring	37.3	42.0	20.7
	Fall	46.7	33.3	20.0
	% Change	(+9.2		(−0.7

Table 7: Small-Group Instruction

Item	Date	Usually	Sometimes	Seldom
10. My teacher works with us in small groups.	Spring	8.9	21.3	69.8
	Fall	6.9	34.5	58.6
	% Change	(−2.0		(−11.2
Independently in small groups.	Fall	13.3	43.3	43.3
	% Change	(−7.4		(−8.2

Table 8: Corrective Feedback

Item	Date	Usually	Sometimes	Seldom
16. My teacher shows us how to improve and correct our work.	Spring	60.9	27.8	10.7
	Fall	46.7	36.7	16.7
	% Change	(−14.2		(+6.0
23. My teacher helps us understand our mistakes.	Spring	65.7	26.0	8.3
	Fall	66.7	23.3	10.0
	% Change	(+1.0		(+1.7

is very little small group work. Perhaps because of the numerous components of the Paideia curriculum, there is not enough time for small-group work.

It seems from the perceptions of the students who responded to the questionnaire, as presented in Table 8, that teachers are spending less time in the Paideia classroom this fall than in regular classes last spring on showing the students how to improve and correct their mistakes. Furthermore, teachers are not helping students understand their mis-

takes any more in the Paideia classroom than they did in the non-Paideia classroom the previous spring.

Table 9 shows that a slightly larger percentage of Paideia students at Sullivan in the fall of 1984 say their teachers show them how what they are studying in school will help them outside of school when compared with a random sample of Sullivan students the previous spring.

Table 10 indicates that the sample of Paideia students at Sullivan definitely believe they get more of a chance to present and talk about their opinions than the last spring's Paideia respondents. However, Paideia students also indicate that their teachers are not as concerned with asking students how they arrived at their answers. In general, Table 10 points to an encouraging trend since these teacher behaviors are central to the Paideia curriculum.

Table 11 indicates that the Paideia students surveyed at Sullivan do not see that their teachers are using more of a variety of teaching methods that the regular freshman did last spring. This is surprising because one would expect students to say their teachers use different techniques to teach them because of the addition of the seminar method.

Table 9: Relating to Life Experiences

Item	Date	Usually	Sometimes	Seldom
6. My teacher shows us how what we are studying will help us outside of school.	Spring	25.4	47.3	26.0
	Fall	33.3	36.7	30.0
	% Change	(+7.9		(+4.0

Table 10: Provocative Questioning

Item	Date	Usually	Sometimes	Seldom
2. My teacher asks us to explain how we got our answer.	Spring	47.9	41.4	10.7
	Fall	36.7	46.7	16.7
	% Change	(−11.2		(+6.0
8. My teacher lets the students talk about their different opinions.	Spring	47.3	32.5	20.1
	Fall	66.7	16.7	16.7
	% Change	(+19.4		(−3.4
13. My teacher asks us "what do we think?"	Spring	50.3	37.3	12.4
	Fall	76.7	6.7	16.7
	% Change	(+26.4		(+4.3
19. My teacher likes us to tell what we think.	Spring	44.4	39.1	16.0
	Fall	66.7	16.7	16.7
	% Change	(+22.3		(+0.7

Table 11: Uses a Variety of Teaching Methods

Item	Date	Usually	Sometimes	Seldom
17. My teacher tries to teach each student the way he or she learns best.	Spring	42.0	37.3	20.7
	Fall	36.7	33.3	30.0
	% Change	(−5.3		(+9.3
22. My teacher uses different ways to teach us.	Spring	31.4	46.2	22.5
	Fall	23.3	56.7	20.0
	% Change	(−8.1		(−2.5

SUMMARY

The results of this survey suggest that there have been some definite changes in what happened from spring 1984 to the fall of 1984 in some classrooms at Sullivan. Thirteen items in areas that the Paideia Program hoped to address have changed in the expected direction; that is, more teachers are exhibiting the Paideia behaviors according to students' reports. Only five have changed in a negative direction.

The sample of Sullivan Paideia students report they sit in a circle for discussions and lead them more often, share their ideas and differing opinions more often, and are encouraged to ask questions. They indicate that their teachers give special help to individuals more frequently, permit students to answer other students' questions more often, and encourage students to tell what they think more than a random sample of non-Paideia freshman students reported last spring.

The comparison of the two samples of student responses indicates that teachers in Paideia classrooms at Sullivan spend less time working with students on new things before assigning them for homework, practicing new skills, and showing students how to correct and improve their work this fall than in the classrooms surveyed in the spring of 1984. It appears that Paideia teachers are asking students to explain their answers less frequently that teachers did last spring, too.

It is not possible to say with certainty if these changes are a result of the implementation of the Paideia Program or are caused by other factors, such as the time of year. The first Classroom Survey was administered in the spring of 1984 and the second in the fall of 1984. We hope to have a clearer picture of the effects of Paideia on these behaviors when we see the responses to the Classroom Survey by Paideia students in the spring of 1985.

PAIDEIA PROGRAM
CLASSROOM SURVEY
(TEACHER QUESTIONNAIRE)

FORMATIVE REPORT — SPRING AND FALL 1984

The Classroom Survey Questionnaire was administered to teachers and students in the four Paideia schools in the spring of 1984 before the formal implementation of the Paideia Program. The same instrument was administered again in November 1984 after two months of implementation. The teachers surveyed in each instance were not necessarily the same since in the spring the assignment of teachers to Paideia was not definite. The questionnaire was designed to elicit responses about the frequency of occurrence of specific teacher behaviors which should be evident in a Paideia classroom. The teacher questionnaires are anonymous so it is not possible to compare a particular teacher's responses with the responses of his/her students. It is possible, however, to compare the overall teachers' responses with the overall students' responses.

Table 12 presents the number of teachers who responded to the questionnaire from each school in both the spring (pre-test) and fall. The teachers were from grades 1-12 and covered a wide range of subject areas.*

The question items were grouped into specific categories of behaviors. The categories correspond to Paideia program objectives for teachers. The results of each item in each category are presented for the spring and the fall. The tables presented below report the percent of teachers responding "usually," "sometimes," and "seldom" to each item. The percent change in "usually" and "seldom" responses is also given for each item. The objective of this report is to compare Paideia teachers' responses of this fall with the responses of teachers last spring before the implementation of Paideia and before the teacher in-services.

Table 12: Number of Teachers Responding

School	Non-Paideia Teachers Spring 1984	Paideia Teachers Fall 1984
Austin	7	5
Sullivan	11	2
Kilmer	6	10
Goldblatt	11	6

* Since so few teachers from any one school responded to this questionnaire, it is not valid to report the results separately for each school.

Table 13 shows that the responding teachers usually encourage students to share ideas and ask questions in class. Paideia teachers report these behaviors occur with about the same frequency this fall as did non-Paideia teachers last spring. However, there is a big increase (about 25%) in the percentage of teachers who indicate they encourage students to interact with each other by answering one another's questions. This is a positive indication of the implementation of the seminar method, as one of the goals the seminar is to allow students to react to one another.

Table 14 indicates that Paideia teachers surveyed in the fall of 1984 placed more emphasis on coaching than non-Paideia teachers responding the previous spring. Twenty percent more teachers report they "usually" spend time giving special help to individual students. This is a positive indication of implementation of Paideia since coaching is one of the three teaching styles central to the Paideia Program.

Table 15 shows that the teachers surveyed are in the habit of using supervised drill and practice. More Paideia teachers this fall when compared to non-Paideia teachers last spring reported "usually" to these items. However, they seem to use supervised practice most for materials to be assigned for homework.

Table 16 suggests that the teachers who responded to this questionnaire usually enjoy teaching. Fewer Paideia teachers, however, this fall

Table 13: Student-Teacher Interaction

Item	Date	Usually	Sometimes	Seldom
3. I encourage the students to share their ideas in class.	Spring	85.7	14.3	—
	Fall	82.6	17.4	—
	% Change	(−3.1		
12. I encourage student to ask questions.	Fall	95.7		
	% Change	(+4.3		
14. I encourage other students to respond to a student's questions.	Spring	51.4	48.6	—
	Fall	78.3	21.7	
	% Change	(+26.9		

Table 14 Coaching

Item	Date	Usually	Sometimes	Seldom
4. I give special help to individual children who need it.	Spring	65.7	34.3	—
	Fall	87.0	13.0	
	% Change	(+21.3		
20. I spend time coaching individual students.	Spring	37.1	51.4	11.4
	Fall	56.5	30.4	13.0
	% Change	(+19.4		(+1.6

Table 15: Supervised Practice

Item	Date	Usually	Sometimes	Seldom
9. I supervise practice of new material before assigning it for homework.	Spring	71.4	20.0	2.9
	Fall	86.4	13.6	—
	% Change	(+15.0		(−2.9
18. I provide opportunities for supervised drill and practice.	Spring	65.7	22.9	11.4
	Fall	69.6	17.4	8.7
	% Change	(+3.9		(−2.7

Table 16: Enthusiasm

Item	Date	Usually	Sometimes	Seldom
11. I enjoy teaching.	Spring	88.6	8.6	
	Fall	82.6	17.4	
	% Change	(−6.0		

Table 17: Active Discussion

Item	Date	Usually	Sometimes	Seldom
1. I seat the class in a circle for discussion.	Spring	17.1	28.6	54.3
	Fall	54.5	36.4	9.1
	% Change	(+37.4		(−45.2
5. I allow students to lead discussions.	Spring	20.0	54.3	25.7
	Fall	30.4	52.2	17.4
	% Change	(+10.4		(8.3
7. I have discussion in class.	Spring	65.7	25.7	5.7
	Fall	78.3	21.7	—
	% Change	(+12.6		(−5.7
15. I allow time for students to share their ideas.	Spring	48.6	48.6	2.9
	Fall	50.0	50.0	—
	% Change	(+1.4		(−2.9

report as high a level of enthusiasm as was reported by non-Paideia teachers last spring. This may be due to expectations regarding the Paideia implementation that are not being met or because there was the threat of a teachers' strike at the time this questionnaire was administered.

Table 17 shows an increase in the percentage of responding teachers replying "usually" to each of the items about classroom discussions. More than 50% of the Paideia teachers indicate they usually seat their students in a circle for discussion. Paideia teachers in the fall when compared with non-Paideia teachers the previous spring also report an

increase in the frequency of class discussions and the times students are permitted to lead discussions. This change is in the expected direction since classroom discussions are an integral part of the seminar, one of the three columns of teaching according to the Paideia Proposal.

Use of small group instruction is reported in Table 18. Paideia teachers indicate they permit small group work less frequently than non-Paideia teachers surveyed the previous spring. Perhaps because of the numerous components of the Paideia curriculum there is less time for small group work.

Table 19 indicates that the majority of the teachers surveyed use corrective feedback methods. There was a slight increase this fall when compared to last spring in the number of teachers reporting they usually spend time helping students understand their mistakes and improve their work.

Table 20 points out that Paideia teachers are spending more time in the fall of 1984 than responding non-Paideia teachers were the previous

Table 18: Small Group Instruction

Item	Date	Usually	Sometimes	Seldom
10. I use small group instruction.	Spring	31.4	48.6	17.1
	Fall	30.4	60.9	8.7
	% Change	(−1.0		(−8.4
21. I allow small groups of students to work together	Spring	42.9	40.0	17.1
	Fall	34.8	47.8	17.4
	% Change	(−8.1		(+0.3

Table 19: Corrective Feedback

Item	Date	Usually	Sometimes	Seldom
16. I use feedback methods which show students how to improve their work.	Spring	74.3	20.0	5.7
	Fall	78.3	21.7	—
	% Change	(+4.0		(−5.7
23. I spend time helping students understand their mistakes.	Spring	82.9	14.3	2.9
	Fall	87.0	8.7	4.3
	% Change	(+4.1		(+1.4

Table 20: Relating to Life Experiences

Item	Date	Usually	Sometimes	Seldom
6. I show my students how material relates to real life	Spring	65.7	34.4	
	Fall	87.0	13.0	
	% Change	(+21.3		

spring helping students see how what they are learning relates to other experiences they have outside of school.

Table 21 shows how teachers allow students to explain their answers and voice their opinions. Almost 30% more of the Paideia teachers when compared to the non-Paideia teachers indicate they let students discuss and debate their different opinions. There was no increase, however, in the reported frequency with which these teachers ask students to explain how they got their answers.

Table 22 indicates little change in the proportion of surveyed teachers reporting they try to incorporate several instructional techniques in their classes. In fact, fewer teachers in the fall than in the spring of 1984 said they usually use a variety of teaching methods. This is surprising since the Paideia Proposal advocated three distinct methods of which at least one, the seminar method, is probably new to most teachers.

Table 21: Provocative Questioning/Reasoning

Item	Date	Usually	Sometimes	Seldom
2. I ask the students to explain how they arrived at their answers.	Spring	74.3	25.0	
	Fall	73.9	26.1	
	% Change	(−0.4		
8. I let the students discuss and debate their different opinions.	Spring	40.0	45.7	7.1
	Fall	69.9	26.1	
	% Change	(+29.9		(−7.1
13. I ask my students for their opinions.	Spring	71.4	25.7	2.9
	Fall	82.6	17.4	—
	% Change	(+11.2		(−2.9
19. I encourage my students to voice their opinions.	Spring	68.6	28.6	2.9
	Fall	82.6	17.4	—
	% Change	(+14.0		(−2.9

Table 22: Uses a Variety of Teaching Methods

Item	Date	Usually	Sometimes	Seldom
17. I use a variety of teaching methods.	Spring	77.1	22.9	
	Fall	63.5	36.4	
	% Change	(−13.5		
22. I try to incorporate several instructional techniques in my class.	Spring	77.1	22.9	
	Fall	77.3	22.7	
	% Change	(+0.2		

SUMMARY

The results of the Classroom Survey given in the spring of 1984 highlighted six specific areas which the Paideia Program hoped to address. Results of the fall, 1984 administration indicate changes in a positive direction for five of these behaviors.

The frequency of Paideia teachers who responded "usually" to these various activities changed as follows compared to the non-Paideia teacher sample the previous spring:

a) 37% more report they seat the class in a circle for discussions.
b) 30% more say they allow students to discuss and debate their different opinions.
c) 25% more encourage other students to respond to student's questions.
d) 20% more indicate they spend time coaching individual students.
e) 10% more say they allow time for students to share their ideas.

These are encouraging results and we hope these trends will continue. Some other promising signs of implementation suggested by the comparison of results from responses this fall with the previous spring are that when compared with non-Paideia teachers, 20% more Paideia teachers say they usually relate classroom studies to other life experiences and 15% more indicate they supervise the practice of new material before assigning it for homework.

There were only a few areas where responses from the Paideia teachers this fall were somewhat disappointing. The amount of small group work and use of a variety of teaching methods seem to have decreased slightly. Also, there was essentially no change in the frequency with which Paideia teachers report they ask students to explain their answers. This behavior is a crucial aspect of the seminar method in which students are lead to examine and evaluate their opinions and those of others.

It should be reiterated that these are teachers from all the schools in this report and not specifically "Sullivan." Coaching centers were perhaps not implemented at the other schools. Sullivan required coaching in reading and computer tutorial and instruction.

Over-all Comparison of Teacher and Student Responses

As one might expect, the pattern of student and teacher responses is that students perceive their teachers as exhibiting these behaviors less frequently than the teachers report. Compared with students, there was also a greater positive change in the number of times teachers

responded "usually" to an item this fall relative to last spring. These differences were more pronounced in some areas than in others.

Teachers perceive they have more discussions, allow students to sit in a circle, debate their different opinions, and respond to another student's questions much more frequently than students perceived they did. The gains reported by teachers and students on these items differed by as much as 20-30%.

About the same number of Paideia students and of non-Paideia students surveyed last spring said their teachers spent time coaching them on new skills. Over the same time period, teachers reported gains of 15-20% in the frequency with which they engaged in coaching practices.

Also, teachers were more likely this fall to report that they related classroom learnings to other life experiences. The number of students responding "usually" to this item was unchanged.

NOTES

1. *The Bottom Line, Chicago's Failing Schools and How to Save Them.* Designs for Cnange. 1985

Chapter 5

Summary and Recommendations

There could have been many reasons for the improvement in student achievement. One that wasn't included in the section on evaluation was the selection of staff from Chicago's pool of teachers. I would posit that the variable of improvement in day to day teaching had a significant impact.

A very positive attitude and a new pride was apparent in most Sullivan students. Their discussions on Machiavelli's *The Prince* rather than Prince the singer lasted for upwards of one week surrounding the all-school seminar. This was definitely a change in lunchroom conversation. Those who were interested, perhaps fifty per cent of the student body, conversed and had thoughtful arguments about "The Declaration of Independence," Richard Wright's "Black Voices" and Dr. Martin Luther King's "Letter From the Birmingham Jail."

A negative aspect to overcome was a small percentage of teachers frightened of seminars but even more afraid to relocate in another school. They became a fifth column and contributed to whatever counterproduction that we organizers encountered.

One negative incident took place during the third all-school seminar. A substantial number of students left the building and did not take part. I visited several classes and discussed why. Many responded that some teachers didn't care. I was outraged but decided to reaffirm my resolve, assess the faculty carefully and remain alert for backsliders. Some teachers continued to introduce into conversations the possibility of 100% didactic instruction. I continued to be patient, but firm; there would be no return to the past.

I continued to discuss with student groups the value of learning for learning's sake and not only to achieve a grade, forget it, and plan ahead for the next grade. They tolerated me but certainly were not convinced. Paideia and Socratic students however, supported my position.

Conversations with teachers proved enlightening also. I began to distinguish on a more lucid basis the instructional abilities of my staff. Faculty conversations were also on a higher level. They too had to share information about seminars, which opening question to use and successes and failures in Socratic discussions. Before Paideia, every teacher was perfect and had no weaknesses. Now teachers, some in desperation, were seeking answers to questions that they were encountering. The lecture, aided by the teachers' edition text with all answers at the end of the chapter, was no longer in vogue.

The video-taping of my seminar with advanced placement students, co-leading regular classroom seminars, and sharing my misfortune in the third all-school seminar tended to relax the faculty. I had over-prepared for "Black Voices" by researching law cases and the history of Jim Crow. Then, instead of simply giving a short background and asking the opening question, I had talked too much. The seminar never got off the ground and the faculty enjoyed my discomfort immensely.

My four-year, long-range plan included having every teacher know twenty books, many from St. John's reading list. It would be wonderful to have a faculty member of any subject fill in for an absent colleague in a class seminar and address the text professionally.

A more immediate goal for year two will be to pre-select all four all-school seminar readings, invite speakers relative to the subject into the school, present video presentations on a large screen television, and have all bulletin boards in the school reflect the central theme. Hopefully, this type of concentration will change behavior in a positive way.

I was never prepared for the extensive costs in preparing materials for seminars, all-school and class. Additional sets of books, hosting continuous prospective Paideia students and counselors, almost bankrupt us because of limited budget. If I had not received the Carnegie planning grant, it would have been difficult indeed.

Professors from the University of Chicago and St. John's College were not available to us for the last all-school seminar. The final test was passed by the Sullivan faculty when Paideia teachers, Dr. Jim Moses from Loyola University, and administrators led the final faculty seminars with gusto.

Before the last all-school seminar, Dr. Alice Price addressed each class (freshmen, sophomores, juniors, seniors) separately. Her address to each group was profound, though a different speech was presented at each assembly.

"Seniors:

I would like to examine with you this morning the lyrics of a song you are learning for graduation, "We Are the Children." As you know, this song was composed for a special reason and dedicated to that sociological horror — starvation in Ethiopia. That world crisis has

crystalized the coming together of artists from all types of entertainment to join in a common striving to relieve suffering.

There are times in our country when social evils are so real, they must be examined. We must stop our daily lives and reflect.

Songs, like letters, have a special audience and I am here to tell you about a letter which also has focused world attention upon another sociological horror — the inequality of human rights.

In this case, the letter was written by a 38 year old American about American problems — unlike the song you are singing today — which was video-taped in a studio — with men and women donating the proceeds to relieve hunger — the letter I refer to was written from a jail. This 1963 letter was taken out of jail by a young Chicago lawyer for his client — Martin Luther King, Jr.

Your connection with events in 1963 is minimal. However, many of us were at Sullivan that year and we were here in 1968 then Martin Luther King, Jr. and Bobby Kennedy were assassinated. I vividly remember the 1968 National Honor Society assembly on that morning in June, when N.H.S. candidates abandoned their set speeches and talked to their fellow Sullivan students about politics.

Fortunately you are far removed from the turbulant 1960's but you should know, if only by reading, what your parents were experiencing.

So I am here to ask you to change — and change in a positive way. As your song indicates, you have the potential for a better world.

At Sullivan we feel this better world can be accomplished and we are asking you to help us — not take the easy way out.

We are asking you to help us make the all-school seminars a success. They are not a success if you are at the beach, or McDonald's or at home. That's the coward's way. The excuse of boredom is often a cover-up of FEAR. It can be frightening to be asked to talk, to speak out. And that is exactly what we are asking of you — that you stay here and help in your seminar group. As seniors you can set the tone for the entire seminar experience and we need your positive involvement.

If you do not immediately see the value of the seminar, trust us. At college many of you will be glad you have had this debating experience. I understand that your seminars are not perfect. Neither are mine, but life isn't perfect. You, however, can make it a better world. You can read Martin Luther King's "Letter from the Birmingham Jail" and you can encourage other students to read this 10 page document. Your teachers will help you next week in studying the literary merits and the historical importance and background to King's eloquent plea for change.

May I remind you that as you practice your graduation song, you listen closely to the lyrics and think about how other artists have asked the world for change. We are asking you for a very small and simple

involvement. We want you present at the all-school seminar on June 13."

When sixty students cut the last seminar on Dr. King's Letter, the students were directed into an assembly to point out the error of their ways. We discussed why they should not obey an unjust law and why they should have obeyed the directive relating to the "King" seminar. We then excused them from their two subsequent classes, divided the students into four groups and held the seminar that they had not attended. It appears that with some students we will always be placed in a position of "you can teach us if you can catch us."

In the June, 1985 issue of *Harper's Magazine*,[1] Walter Karp discussed "Why Johnny Can't Think." He reviewed some of the most recent and popular texts on "schools" such as Goodlad's *A Place Called School*, Sizer's *Horace's Compromise*, *A Nation at Risk* and others.

His basic premise is that schools are too overcrowded, underfunded, militaristic and dogmatic. He posits, with the support of the authors previously mentioned, that children are not taught to think and from first to twelfth grade, answers given are yes and no, true or false, and tests are almost exclusively for short answers and recall of information [Goodlad]. In more than 1,000 classrooms visited by John Goodlad's researchers, discussion never reached the level of an understanding of implications. The intellectual terrain was laid out by the teacher, give and take was virtually absent and not even 1% of instructional time was denoted to open responses. Student passivity stood out.

Mortimer Adler in response to this critique feels that a leader of a discussion or seminar should look for and embrace contradictions in the reading and if the seminar leader is not a little bit unsettled at the conclusion of the class, then the lesson was unsuccessful.

Finally, Karp summarizes that the public schools have not been corrupted for trivial reasons and much would be different in a republic composed of citizens who could judge for themselves. Every wielder of illicit or undemocratic power, every possessor of undue influence, every beneficiary of corrupt special privilege would find his position and tenure at hazard. Only ordinary citizens can rescue our schools from their stifling corruption, because power brokers do not want ordinary children to become questioning citizens at all.

Thoughts on
THE ENGINEERING OF THE PAIDEIA PROPOSAL
10/16/87

The principal and his appointed administrator of the Paideia Program should work toward a meaningful four year supplementary curriculum for all students in the school using Socratic seminars as the vehicle for positive impact.

The all-school seminar and regular class seminars have been mentioned.

The enrichment seminar is an extremely successful offering for any student in the school. Faculty members are asked to choose a text which has high interest and is discussable. A list of texts are suggested with two teachers volunteering to lead a morning seminar each month. There should be different lead teachers for each monthly selection. The principal may assume the role of headmaster and read each monthly offering and co-lead each seminar. It is extremely effective. A synopsis of the book may be posted on the school library door and the librarian should check out the text for each student until the monthly seminar class has the desired number. Students may receive additional credit for English or History after participating and writing a one page essay critiquing the seminar and how it affected the student.

The shared book seminar affects one class at a time. The teacher selects a book to be read by the class and the principal. The principal then visits the class for three consecutive weeks on the day when the double-period seminar is scheduled. This technique allows the principal an opportunity to get to know the teacher and the students in a way that is not normally available to administrators. Co-leading seminars with teachers also gives the principal a chance to view the curriculum as a participant.

The last type of seminar has to be given by a visiting tutor from a neighboring institution (i.e., Institute for Philosophical Research, a neighboring university professor who teaches by Socratic seminar). The seminar should be held for both faculty and selected classes in separate settings. If you can arrange the visit monthly, it establishes continuity and a different technique may be viewed.

Attached are selected readings for each area.

106

SULLIVAN HIGH SCHOOL
CHICAGO, ILLINOIS
ALL-SCHOOL SEMINARS
1984-1987

DATE	*TITLE*	*AUTHOR*
Year One		
11/29/84	*The Prince* — Selections	Niccolo Machiavelli
2/8/85	"The Declaration Of Independence"	Thomas Jefferson
2/29/85	"The Ethics Of Living Jim Crow"	Richard Wright
6/13/85	"Letter From The Birmingham Jail"	Martin Luther King, Jr.
Year Two		
11/20/85	"Without Words" "On Friendship" "On Justice"	Elliott Merrick Cicero Marcus Tullius Cicero Marcus Tullius
2/6/86	"The Sniper" "The Virtue Of Courage"	Liam O'Flaherty Mortimer Adler
4/3/86	"The Jigsaw Man" "Freedom And Science"	Larry Niven Albert Einstein
5/28/86	"The Last Command" "How Could The War Best Be Ended"	(Textbook)
Year Three		
10/22/86	"The Secret Sharer"	Joseph Conrad
1/9/87	"Letter From The Birmingham Jail"	Martin Luther King, Jr.
3/26/87	"Of A State Of Nature"	John Locke
5/28/87	"The Legendary Elizabeth"	Francis Bacon

ENRICHMENT SEMINARS
1986-1987

DATE	*TITLE*	*AUTHOR*	*LEADER*
3/86	*The Prince*	Machiavelli	Brazil
4/86	*Cry, The Beloved Country*	Paton	Glaser & Fritzshall
5/86	*A Doll House*	Ibsen	Miller-Kramer, Pardys & Schlack
10/15/86	*Grapes Of Wrath*	Steinbeck	Karales
11/13/86	"The Apology"	Plato	Bertacchi
12/4/86	*Heart Of Darkness*	Joseph Conrad	Anderson
1/8/87	*Native Son*	Richard Wright	Barton & Vines
2/5/87	*Killer Angels*	Michael Shara	Miller-Kramer & Butler
3/5/87	*Loneliness Of The Long Distance Runner*	Allan Sillitoe	Barton

4/9/87	*Merchant Of Venice*	Shakespeare	Davis
5/14/87	*The Color Purple*	Alice Walker	Kay & Alvey
6/4/87	*Othello*	Shakespeare	Price & Freedman

MATSUSHITA SEMINARS 1986-1987
SULLIVAN HIGH SCHOOL
CHICAGO, ILLINOIS
DR. KEITH CLEVELAND

	STUDENT READINGS	*FACULTY READINGS*
9/24/86	Plato "The Apology" Junior Paideia English (Karales)	Plato "The Apology"
10/23/86	Isak Dinesen "Sorrow Acre" Junior Paideia English (Pardys)	Isak Dinesen "Sorrow Acre"
11/20/86	Aeschylus *The Eumenides* Senior Advanced Placement (Price)	Descartes "Discourse on Method"
12/11/86	Plato "The Crito" Senior Humanities (Price)	Plutarch "Lycurgus"
1/13/87	Genesis "Joseph Saga" Sophomore Paideia English (Glaser)	Animal Poems
2/19/87	Shakespeare Sonnet #116 Sophomore Paideia English (Miller-Kramer)	Faraday "The Chemical History of a Candle"
3/11/87	U.S. Constitution Freshman Paideia English (Anderson)	USSR & U.S. Constitutions
4/29/87	Plutarch "Lycurgus" Freshman Paideia English (Barton)	Plutarch "Lycurgus"
4/30/87	Shakespeare *Henry V* — Selections Junior Paideia, U.S. History (Hawley)	Shakespeare *Henry V* Churchill "Blood, Sweat and Tears"

5/21/87	Orwell "Shooting an Elephant" Camus "The Guest" A.P. English/Humanities (Price)	Einstein "Geometry and Experience" "Fundamentals of Physics"
6/11/87	Thucydides "Melian Dialogue" Freshman Paideia English (Barton)	Thucydides "Melian dialogue"

ENGLISH SYLLABUS
HUMANITIES CLASS
1986-1987

I. Man establishes his beginnings: (pre-history)
   WHO AM I?
   THE LITTLE PRINCE
   THE INHERITORS
   INHERIT THE WIND
   OUR TOWN

II. Man expands his culture: (the agricultural and urban revolution)
   SUN SONGS
   GENESIS
   GILGAMESH
   WATERS OF BABYLON

III. Man questions the state: (the individual vs. the state)
   ANTIGONE
   * THE APOLOGY
   * THE CRITO
   BAREFOOT IN ATHENS
   * LYCURGUS
   THE NIGHT THOREAU SPENT IN JAIL
   CIVIL DISOBEDIENCE
   AN ENEMY OF THE PEOPLE
   * LETTER FROM THE BIRMINGHAM JAIL

IV. Man expresses himself in art: (Renaissance era)
   poetry about art

V. Man questions his life and his environment: (modern period)
   OEDIPUS
   CATCHER IN THE RYE
   BY THE SKIN OF OUR TEETH
   * THE COLOR PURPLE
   * THE GUEST
   * SHOOTING AN ELEPHANT
   * THE CHOCOLATE WAR, A SEPARATE PEACE
   * NECTAR IN A SIEVE, CRY, THE BELOVED COUNTRY,
   * FAREWELL TO MANZANAR

* = seminar

1986-87
Sullivan High School Program of Liberal Arts
for Faculty and Students

Robert D. Brazil, Principal
Franklin Schmidt, Lynnette Pu, Asst. Principals
Alice Price Program Developer

All-School Seminars 8:40 A.M.	Matsushita Foundation Seminars — Afternoons	Enrichment Seminars 8:00 A.M.	Teacher
10/22/86 THE SECRET SHARER Joseph Conrad	09/25/86 Plato's APOLOGY Faculty & Students Dr. Keith Cleveland University of Chicago	10/15/86 GRAPES OF WRATH John Steinbeck	Karales
01/09/87 Dr. Martin Luther King's LETTER FROM THE BIRMINGHAM JAIL	10/23/86 Isak Dinesen's SORROW ACRE Faculty & Students	11/13/86 Plato's APOLOGY	Brazil & Bertacchi
03/26/87 John Locke "OF A STATE OF NATURE"	11/20/86 Descartes' DISCOURSE OF METHOD Plato THE APOLOGY-Students	12/04/86 HEART OF DARKNESS Joseph Conrad	Anderson
05/28/87 Sir Francis Bacon THE LEGENDARY ELIZABETH	12/11/86 Plutarch's LYCURGUS Aeschylsus EUMENIDES-Students	01/08/87 NATIVE SON Richard Wright	Barton & Vines
SAMPLE OF PAIDEIA REGULAR CLASSROOM SEMINARS	01/13/87 Animal Poems From THE GREAT IDEAS TODAY 1984 ed. Joseph Saga — GENESIS	0205/87 KILLER ANGELS Michael Shara	Kramer & Butler
1. BRAVE NEW WORLD Aldus Huxley			
2. HUCKLEBERRY FINN Mark Twain	02/19/87 Faraday's CHEMICAL HISTORY OF A CANDLE CRITO (students) Shakespeare Sonnet Student	03/05/87 LONELINESS OF THE LONG DISTANCE RUNNER Allan Sillitoe	Barton
3. EUMENIDES Aeschylsus			
4. GILGAMESH EPIC	03/11/87 USSR — U.S.	04/09/87 MERCHANT OF VENICE Shakespeare	Davis
5. GENESIS			
6. COMPARATIVE RELIGIONS	04/30/87 Speeches: Henry V. St. Crispian Day. Winston Churchill	05/14/87 THE COLOR PURPLE Alice Walker	Kay & Alvey

7. THE MEMOIRS Louis, Duc De Saint-Simon			
8. ON PROPERTY John Locke	05/21/87 Einstein's GEOMETRY OTHELLO AND EXPERIENCE + FUNDAMENTALS OF PHYSICS PHAEDO-students	06/04/87 OTHELLO Shakespeare	Price & Freeman
9. THE MINISTER'S BLACK VEIL Nathaniel Hawthorne	06/11/87 Thucydides MELIAN DIALOGUE		

The program listed above serves to include faculty and students who may not be an integral part of the Paideia Program.

My final conception of the Paideia Program is that it is the only plan that I recall where correction of teaching method related to response is conducted on a step by step basis for instruction amelioration. Most teachers feel that a discussion with the teacher stating, "that's correct" is all an oral discussion should be. If other pupils see that the teacher is satisfied with the "right" answer, then they will lower their hands even if their answers might have been more informative for the class. They will then await the next question because when the teacher supports an answer, conversation is no longer invited.

Additionally, it is a plan that required cooperative planning involving the entire faculty, a discussion of personal and professional philosophies and team-teaching across several secondary school disciplines. It was necessary that I sought out the librarian and several history and English teachers to assist me with background material before each all-school seminar.

The Paideia Program, without all of the ingredients proposed by Adler, but taking its direction and substance from his initiative, hopefully will serve as a vanguard and model for schools. Some are not meeting with success and will wish to improve and others who have been successful will desire a change in direction. It is the brightest hope for many institutions even if it has to be re-shaped and molded to meet esoteric guidelines and pressures from interested parties. I wish all of us much success.

NOTES

1. Walter Karp, "Why Johnny Can't Think: The Politics of Bad Schooling," *Harper's*, June, 1985.

Chapter 6

The Administrative Notebook

11/30/83 Lynn Stinnette (Department of Curriculum) called and informed me that we were recipients of the "Paideia Proposal." We talked at length about what a positive thrust this would be for Sullivan. She has to present to Dr. Love and her staff at Center for Urban Education on December 12, 1983. She and I will confer on Friday, December 16, 1983, on policy, philosophy, curriculum, personnel profiles and screening students for entry.

12/1, 2/83 I met with teacher committees to decorate, furnish the social room. We'll spend $4,000.00 for this purpose. We also need the room for the North Central Visitation, 1984. I ordered ten copies of the *The Paideia Proposal* and five of Book II for the Sullivan library. The faculty should check out the books for their own information. They should not be conversation "dropouts" when "Paideia" is discussed.

12/5/83 Purchased five additional copies of *The Paideia Proposal* and 10 copies of *Paideia Problems and Possibilities* to be checked out of the library by interested faculty, students and staff.

12/9/83 I wrote the rough draft requesting a $3,000.00 planning grant from the Carnegie Foundation. If chosen, Sullivan will receive annually $50,000.00.

12/12/83 I completed the planning proposal for the Carnegie Foundation and mailed a copy to Lynn Stinnette for her suggestions. I want "Paideia" guidelines written into the Carnegie planning proposal. The painters began painting the social room bone white. I'm purchasing carpeting, furniture and draperies. We're going to have a North Central visitation 1984-85 and plenty of "Paideia" related visitors. We want to have the look of success.

12/21/83 I talked with Lynn Stinnette today, coordinator, assigned to "Paideia," from the curriculum department. We agreed that the Carnegie Grant Planning proposal requesting an eventual $50,000.00 per annum should have more input from her to give it more weight. She will write in her ideas and I'll re-write it at Sullivan.

1/3/84 I received a letter from Lynn Stinnette, Coordinator, Bureau of Management, Production and Distribution, Department of Curriculum. The memorandum stated that Chicago's Public Schools are finalizing a proposal for funding to the Graduate Institute of St. John's College. The proposal will go to the National Endowment for the Humanities. It is also the first official written statement naming Sullivan a "Paideia School." I wrote a letter of support to Ms. Stinnette and distributed copies of her letter.

1/9/84 I met with Lynn Stinnette at 1819 W. Pershing to coordinate the Carnegie Foundation Planning proposal. It had to be re-written to include more of the Paideia Proposal. Later I met with Dr. Gerard Heing, Phyllis Aron, OEEO and Dr. Major Armstead, H.S. Renaissance, for support and direction in planning, recruiting, faculty staffing and time line procedures.

1/10/84 I began regular planning sessions with department chairpersons. Lynnette Fu, Frank Schmidt, Alice Price (program developer) and I met to plan for a department chair meeting and a Friday faculty meeting. We will meet from two to three times during each week. We discussed the 1) Instructional program, 2) Programming students, 3) Selecting faculty, 4) Charting courses, curriculum and electives (none or few) and 5) Screening students.

1/13/84 I am now meeting daily 4th period with Alice Price, Lynnette Fu and personnel related to that day's discussion. I meet weekly with department chairpersons. Our agenda for 1/10/84-1/20/84 has been personnel profiles, brochures, principal, counselor, adjustment meetings for 2/15/84, one page flyer to be mailed to each home, a special meeting to recruit our early involvement students, visits on 1/23/84 by Lynn Stinnette (8:30) and Pat Helbig (11:00), one page ad in the Lerner newspapers, selection of testing material for the placement exam on 3/6/84 and distribution of Adler's books and magazine articles to the teaching faculty and staff.

1/20/84 I met with early involvement teachers from Algebra, French, Band and Modern World History. The purpose of the meeting was to recruit children and parents into the Paideia Program. We've never gotten our fair share of these students.

I met with Lynnette Fu, Frank Schmidt, Alice Price,

Nancy Schlack, and Peggy Miller-Kramer. We had to broaden the 128 freshman student base from 128 to include 272 sophomores, juniors and seniors in a modified program blocking English and History together. We also circumvented a union grievance by scheduling classes for single periods on Tuesday, Wednesday and Thursday with a double on Friday, and T-Th with a double on Monday. We named the incoming freshmen, "The Paideia Group" and the sophomores, juniors, and seniors the "Socratic Scholars."

1/23/84 My committee met Monday with Lynn Stinnette about scheduling.

1/24/84 Coaching, total program, wording of the flyer, the brochure, deadlines, Early Involvement parents meeting, 2/9/84, and District Council meeting, 2/1/84. We changed the wording for the brochure with Pat Helbig from "placement exam" to "exam for placement after acceptance into the program." We added coaching periods every Tuesday and Thursday. Pat Helbig is requesting our pictures and "type" for the brochure to be ready on Friday, 1/27/84. We need the brochure initially for distribution on 2/9/84.

"We want people who are not afraid to talk to students and have students respond."

1/30/84 We put the brochure together and delivered it to Phyllis Aron in OEEO for Pat Helbig. Corrections and additions were done in Lynn Stinnette's curriculum office. I received the slides for the "Paideia" presentation and wrote the script. It should be 7 minutes with 10 minutes for questions and answers. The personnel advertisements are very difficult to write. We want people who are not afraid to talk to students and have students respond. I have to draft a letter to Dr. Ruth Love, General Superintendent and member of Dr. Adler's "Paideia" committee, outlining our programming and goals.

2/1/84 I presented the program at the District 2 Council meeting using a slide presentation. Lynn Stinnette also spoke. The following day, we had four requests for applications.

2/2/84 Alice Price and I produced a lay-out for the Lerner Press.

2/3/84 It's a full page ad with a news release. We'll present to Jess Carlos of the Lerner Press for publication.

2/7/84 I met with Lynn Stinnette and the graphic artist department to put the final touches on the Sullivan H.S. brochure.

2/8/84 I introduced the Paideia program to the local school council. It was well received.

2/9/84 I discussed the Paideia Program with "Early Involvement" students (100 8th graders taking high school subjects at 8:00 A.M.) and their parents. Our planning group held a meeting afterward to correct organizational errors. We should have had the bulletin for the meeting with principals and counselors running continuously until Feb. 15th. Information should be handed out at the door to give participants a chance to read for 10-15 minutes.

2/14/84 *The Sunday Star* ran a fantastic article on "Paideia" on 2/12/84. I think it should boost attendance at the 2/15 meeting with principals and counselors. The teachers were very ill at ease during the 2/10/84 meeting on Friday. We talked about discipline, staffing, programming and the relationship between the "High School Renaissance" and "Paideia." They secretly only wanted to know if they were going to be retained on staff in September.

2/15/84 The meeting with elementary principals and counselors went well. The tendency of every meeting group has been to be very critical of elitist student programming while at the same time trying to enter their child in it.

2/21/84 The visitation schedule to elementary schools is time consuming. Sullivan information teams headed by Alice Price and supported by one counselor and assistant principal are constantly on the run. The schedule includes Boone (2/17/84), Field (2/27/84), Hayt (2/22/84), Kilmer (2/24/84), Clinton and Rogers (2/27/84), and Armstrong (3/2/84). We have mailed information about Paideia to every student in District 2 and many in District 3 who are on stanine 8 or 9. The Paideia block of 132 students hopefully will give impetus to the entire school.

I talked with Lynn Stinnette today. Chicago will be sending a team to the "National Endowment for the Humanities" conference in Phoenix, Arizona. The team will include Lynn Stinnette and Alice Price. I'm not sure if other principals and/or teachers are going. I'm looking forward to the presentation of Sullivan's program.

2/23/84 Doris Payne, Special Assistant, Communications for Dr. Ruth Love, Jim Maloney, Executive Deputy Superintendent, Lynn Stinnette, Earl Williams, principal of Austin, Albert Orenstein, principal of Kilmer Elementary, Richard Wagner, Bunson-Marsteller Public Relations Firm and representatives from St. John's College met in Dr. Love's conference room to plan strategy for the upcoming months.

2/24/84 I reported progress to a general teachers' meeting and attended a recruitment session at Kilmer.

2/29/84 Today I got the budget from Lynn Stinnette. $19.00 per student for 400 students. She was concerned that I would misunderstand and spend the money for all four schools so my being informed was delayed for one month. The brochures won't be out until NEXT Friday. Today is Wednesday. We discussed the budget at length.

3/3/84 Conference at Northwestern University. Mortimer Adler was one of the speakers; he was very good. His books were his guides so I didn't have to take notes. I met him as he was leaving the conference. There was no eye contact. He looked at the floor during the short time we talked.

3/7/84 We met with Mrs. Spitzbarth at the Central office today with Lynn Stinnette and the Austin High principal and programmer. A second meeting included Goldblatt and Kilmer (Sullivan), our feeder schools who will adopt the Paideia program. We discussed budgets, transferring money from one line to another, deadlines, the summer program at St. John's and articulation between the elementary and secondary schools.

3/12/84 I went to visit Lynn Stinnette to explain the differences in line and staff. She had made a number of changes on the Paideia brochure that I was not consulted about. The personnel bulletins were late coming out and I had to correct the situation with Maurice Bullett, newly assigned liaison between teacher personnel and the Office of Equal Educational Opportunity. Further, the brochures only had Caucasian teachers. A mix is desirable. The deleted pictures were of a Japanese teacher with students and computers and a black female teacher with typewriters.

3/14/84 Alice Price and Lynn Stinnette attended the National Conference "Endowment for the Humanities."

3/21/84 Today the personnel bulletins were posted for Sullivan High in every school in the city. I had a faculty meeting outlining requirements which included resumés, action plans for Paideia and how interviews will be conducted. The faculty was very uneasy. I have to decide who stays and who goes. It is not a position I feel comfortable in because in the past, I only pushed "unsatisfactory" teachers out of my schools. Maurice Bullett, liaison between teacher personnel and Office of Equal Educational Opportunity, talked about procedures to everyone.

3/22/84 John Van Doren came to Sullivan today to teach a sample seminar to a "Humanities" class. The subject was "The Gettysburg Address." Afterward, we held a faculty meeting with Mr. Van Doren presiding concerning the "Paideia" philosophy.

3/27/84 I discussed the "Paideia" philosophy with the Humanities class. I addressed a Vocational Education Central office steering committee concerning "Paideia." Dr. Adler became very ill and the press party along with Dr. Adler leading a seminar at Sullivan was cancelled. It will probably be held in June.

4/9/84 The Carnegie Foundation approved our planning grant for the proposal submitted for $3,000.00. It entitles us to apply for the $50,000.00 grant for implementation. We are ecstatic.

4/10/84 I met with department chairpersons to finalize book orders for the Paideia Program.

4/11/84 Lynn Stinnette called today and transferred $2,000.00 for supplies and $500.00 for equipment into the Sullivan H.S. Paideia account. I met with English and History teachers to formalize matching classes for interfaced Paideia Scholars and Paideia students.

4/26/84 Jeanne Borger, evaluation consultant, Research and Evaluation visited classrooms with Nancy Hiestand (R. & E.). Jeanne will be assigned to evaluate the Paideia program.

4/30/84 There was a large staff development meeting stressing "Social Studies" at the Chicago Board of Education. It was a very fruitful meeting chaired by Lynn Stinnette. Other participants were Alice Jurica, Director, Bureau of Social Studies, William Scott, Teacher Specialist, Social Studies, Fred Mellisch, History teacher, University of Chicago Middle Laboratory School, and principals and teachers from the Paideia schools. We discussed and critiqued primary sources of information and the lower status of Social Studies in the schools.

5/3/84 I met with John Van Doren, Institute for Philosophical Research, Lynn Stinnette, Steve Van Luchene and Jack Steadman from St. John's, George Anastaplo from the University of Chicago and the four program developers. We discussed the blend of curriculum and Socratic seminars, limitations of the program, summer sessions at St. John's and the University of Chicago and Saturday afternoon staff development classes at the University of Chicago.

A P.M. Socratic Seminar on Abraham Lincoln's Second Inaugural Address (3/4/1865) and Brown v. Board of Education, Topeka, Kansas was led by Jack Steadman and Steve Van Luchene at Sullivan High School. A third group rep-

resenting summer staff development faculty was led by Lynn Stinnette, Alice Price and me. Steve Van Luchene and Jack Steadman were later given a welcome reception, then addressed the group on the history of St. John's College.

5/5/84 Eighty teachers from the four Paideia schools were led in Socratic Seminars by University of Chicago professors, Steven Van Luchene and Jack Steadman. The material covered was Aristotle's *The Politics.* A luncheon ended the session which was very invigorating.

5/14/84 I was interviewed by Dr. James Moses, Loyola University professor, for the Loyola University Alumni Journal.

5/15/84 Dr. George Anastoplo, J.D., University of Chicago, led a Socratic Seminar at the University of Chicago. The subject matter was Lincoln's Second Inaugural Address and Rosseau's *Social Contract.*

5/22/84 Dr. Anastoplo led a second seminar on the "Mayflower Compact," *The Federalist Papers,* #10 and #51 and "The Declaration of Independence." We are planning for St. John's, Santa Fe, New Mexico.

5/21/84 A panel of principals and district office representatives
5/25/84 interviewed teachers for the Paideia Program in Math, English, Science, Business Training, Social Studies, Foreign Language, Art and Physical Education. We feel we have selected some outstanding teachers.

5/23/84 The planning grant from the Carnegie Foundation came today. It is to be used for implementation of the Paideia Program. ($3,000.00)

6/6/84 A reception for parents and Paideia enrollees was held today. Department chairpersons gave two minute speeches, the program developer gave a Paideia overview and I discussed the overall strengths of Sullivan High School. Test scores, writing samples and chances for success were discussed individually with each parent and applicant.

6/12/84 I attended a seminar at the University of Chicago to hear Earnest Boyer lecture on *High School.*

6/13/84 The Chicago Board of Education authorized payment of $14,350.00 to St. John's College to defray the cost of tuition, room and board for teachers and administrators attending the Summer Graduate Institute in Santa Fe, New Mexico.

6/30/- Staff development at St. John's College and the University
8/17/84 of Chicago. I took the "Politics" area of instruction.

8/30/84 Orientation day. I greeted the Paideia parents and students.

9/4/84 We held the first Paideia meeting with faculty. First a general session, then four groups were formed for all-school informational purposes moving from rooms A to D every 45 minutes.

9/12/84 Birch Ault, Provost at St. John's, Jerry Heing and Lynn Stinnette met with our Paideia team for two hours concerning progress with recruitment, programming and general progress. The meeting went well.

9/20/84 Paideia full-faculty meeting. Progress, procedures and writing samples to be submitted to program developer were the topics of discussion.

10/11/84 Tom Simpson of St. John's College visited to discuss seminars with Sullivan faculty.

10/25/84 The Paideia freshman/7-8 grade open house was fantastic. It was our largest crowd in seven years. Demonstrations were exceptional by theatrical arts and physical education departments. Conferences for each student were held in the social room (7-8) and the lunchroom for Paideia parents.

10/29/-10/31/84 I attended the National Association of Secondary School Principals Conference for Carnegie Grant Award winners. We talked and shared ideas with fifty-four other principals and had very informative speakers. I am going to write the Phase II grant proposal.

11/8/84 Nancy Hiestand from the Chicago Board of Education Research and Evaluation Department visited today to administer an attitudinal rating scale and an assessment on "love for reading" to Paideia freshmen.

11/19/84 I met with the entire student body in two assemblies to discuss the all-school seminar on Machiavelli's *The Prince*. The mood was very positive.

11/18/84 I met with fourteen Paideia freshmen to discuss adjustment to high school and the Paideia program. I have to rotate the groups and meet with each Paideia division separately.

11/26/84 Dr. Seniko, University of Chicago, met and discussed *The Prince* with twenty Sullivan teachers. The response was extraordinary. I met with the Paideia freshman teachers and critiqued our progress in a very heated meeting. Mark Moskowitz related Kenwood High School's difficulties and adjustments with this kind of introductory program for gifted children.

11/27/84 Drs. Chandler and Ciacci, University of Chicago, led seminars on *The Prince* for two hours. All seminars were excellent.

11/28/84 The faculty meeting was superb. The seminars helped to lessen teacher anxiety. Today also is three days before a scheduled teacher strike.

FACULTY MEETING/DAY BEFORE ALL-SCHOOL SEMINAR

1. Talk 4-5 minutes about the background of Machiavelli.
2. Introduce your own opening question with back-up questions to generate interaction.
3. Listen carefully to each speaker.
4. Watch for body language to indicate that someone wants to speak.
5. Direct them to speak to each other.
6. Don't lecture but know the book and background for related questions not on the handout.
7. Sit close. Talk in a modulated tone.
8. Control the aggressive speaker. Involve as many as you can in the seminar.
9. The first will be the worst.

12/5/84 Dr. Adler's presentation of *The Prince* by chart. How Machiavellian are we??

	Machiavellian Fact	*Philosophy Policy*
I	True	Satisfactory
II	True	Unsatisfactory
III	False	Satisfactory
IV	False	Unsatisfactory

P.2

Rank order where Machiavellian Philosophy will MOST LIKELY TAKE PLACE.

1) Family
2) City Government
3) Corporate Structure
4) State Government
5) Federal Government
6) International Affairs

P.3 DISCUSSION (Take Tallies)

All men are always bad.
All men are for the most part bad.
Most men are for the most part bad.

RANK ORDER

Rank order what is almost important in Machiavellian philosophy.

1) Force of numbers

2) Force of arms
3) Cunning, Guile
4) Friends, Adherents
5) Reputation of virtue
6) Actual virtue

12/5/84 Mortimer J. Adler gave a fantastic seminar on *The Prince* to teachers from the Paideia schools. His structured analysis gave me good ideas on how I will utilize future seminars with *The Prince*. The Knickerbocker Hotel served as an alternate site. Chicago Public School teachers were on strike. The strike ended December 17, 1984.

1/18/85 Lynn Stinnette visited today and observed two seminars: Richard Wright's "Ethics" and Dr. Martin Luther King's "Letter from the Birmingham Jail." I then led a seminar with Advanced Placement students on *The Prince*. It was taped for staff development purposes.

1/28/85 We really swung into high gear today. Steve Van Luchene and Ted Skinner visited from St. John's College and led seminars for two days with faculty ("The Declaration of Independence"), students (Hobbes and Locke), visited classes and addressed the faculty on the summer Graduate Institute. On Tuesday, 1/29/85, I had a dinner reception in my home for Paideia principals, program developers, administrators, Paideia teachers and University of Chicago professors. I feel that what we are doing is going in a positive direction. We also had a breakfast for visiting counsellors interested in the Paideia Program. We are far ahead of last year in recruiting efforts.

2/1/85 All Paideia teachers met with me to discuss failures and the fifth major in addition to computer instruction. We spent an afternoon discussing individual students, philosophies that conflict with Adler, i.e., shortening seminar periods, and potential groupings for September, 1985. We also discussed seating by sociogram, and less direct instruction in the coaching classes.

2/8/85 Sullivan H.S. held its second all-school seminar today. Guest leaders were John Van Doren from Dr. Adler's Institute for Philosophical Research, Dr. James Moses, professor, Loyola University and Lynn Stinnette, curriculum coordinator, Chicago Board of Education. It's getting better. Our reading was "The Declaration of Independence." We discussed Mexico's independence and Machiavelli's position on King George using mercenaries in war. A major discussion developed when we had to determine who "we the people" were at the time of the signing and how we interpret it in 1985.

2/15/85 Anthony Scott and Austin High School Program Developer for Paideia visited Sullivan today. We exchanged ideas.

2/26/- We tested two hundred applicants for the Paideia Program.

2/28/85 The focus was on math, reading, writing and oratory skill.

3/1/85 I met with Dr. James Moses' Education class at Loyola University and discussed the "Paideia Program." Secondly, I discussed at length administrative expectations for teachers.

I co-led a discussion on Hobbes and Locke: comparative states of nature.

I met with the Paideia council (students) to discuss their concerns about the program.

3/8/85 Loyola University Television visited, took notes, and made a film of the Sullivan Paideia Program. I was interviewed and was asked about objectives, goals and administrative expectations.

3/11/85 Associate Superintendent Dr. Nelvia Brady visited Sullivan on February 7, 1985, with a cadre of consultants to assess the Paideia Program. We received a glowing report.

Sullivan High School Visitation, District Two
February 7, 1985

I. **General Atmosphere of School**

The building interior of Sullivan High School is generally orderly. Security monitors greet visitors and assist the students as they move from class to class. Student murals add to the overall attractiveness of the interior.

The classrooms are orderly and attractive. A general sense of enthusiasm on the part of teachers and students alike was quite evident. The students moved to classes between periods in an orderly manner with a tolerable noise level. Most teachers were in their rooms to begin class on time or were actually involved in instructional leadership.

II. **School Program for the Improvement of Instruction**

Procedures for student attendance are clearly stated and well organized. Follow-up is assured with the use of the telephone recording messages and call center. Student progress records are maintained by the teachers observed, who also demonstrated good classroom management. The science and social studies classes were led by teachers who were not only prepared for the sessions, but who also exhibited knowledge and enthusiasm about the subject matter. The Paideia Program is well organized with a knowledgeable and committed staff.

III. **Learning Environment**

Supervision by security and staff was evident in the halls and study areas while classes were in session.

Department chairpersons in science and social studies areas meet with departmental staff on a regular basis to review and examine concerns.

IV. **Areas of Commendation and Concern**

Sullivan High School is a well managed multi-ethnic, multi-racial high school that appears to be providing a sound instructional program.

The Paideia Program is off to an excellent start and has excellent teachers who are dedicated to the program.

The principal has been extremely resourceful and innovative in supplying the school with resource materials and persons to supplement the educational program. He is also actively involved in the instructional program and provides direct, ongoing instruction to students. He allows open communication and dialogue with staff and appears to be a strong leader.

There is need for building repair from water damage on all floor levels. Replacement/repair of water faucets in the science lab units would allow teachers to involve students in more complete hands-on activities in the science laboratory experiments. There is also a need for additional pianos in the piano laboratory, construction work in the dance lab, and a copier.

3/13/85 I made a presentation of the "Paideia" program at Chicago State University today at a 10:00 A.M. Education class.

3/18/85 A school board member and three administrators from Denver, Colorado visited Sullivan to acquire programmatic information about the Paideia Program.

3/27/85 A team of educators from Joliet visited Sullivan for the day. They took part in classroom activities and a two-hour conference in the principal's office on all aspects of implementing the program in Joliet.

4/10/85 Dr. Jim Moses from Loyola University brought the videotape of Sullivan's "Paideia Program." It is magnificent. It was expertly done by Loyola University's Television Studio headed by John Powers.

4/23/-4/24/85 Steven Van Luchene and Lynda Meyers arrived from St. John's to lead four seminars on Richard Wright's "Black Voices." My faculty is becoming very relaxed in seminars. Before the Sullivan seminars, selected teachers took part in a seminar on "The Meno" at Kilmer Elementary across the street. Steve and Lynda interviewed nine Paideia students.

then viewed fifty eighth graders from throughout Chicago taking a reading/math/writing assessment for the Paideia Program.

4/29/85 The excitement of an all-school seminar on a controversial topic like Richard Wright's "Black Voices" cannot be described adequately. Teachers are into my office and the rooms of colleagues comparing notes. I procured background information, The Bakke Case, Plessy v. Ferguson, the origin of Jim Crow, the Thirteenth and Fourteenth Amendments, for introduction and meaningful dialogue. The students are really fired up; I hope it goes well.

4/30/85 Everything did not go well. More seminars reported more success than ever, however, many students cut the all-school seminar because it was a non-credit class. Also, some teachers are still afraid to lead seminars and need continuous support.

5/10/85 The news arrived that we did not receive the full "Carnegie Award." I was very disappointed. I can't believe there are that large a number of programs better than Paideia. It may be because I'm so personally involved.

5/23/85 I met with the Paideia faculty to select the next reading for the all-school seminar. It will be Dr. Martin Luther King's "Letter from the Birmingham Jail."

5/24/85 Dr. Mortimer Adler led a seminar on Plato's "The Apology" at the Center for Urban Education for teachers in the Chicago Paideia programs. The presentation and conversation were outstanding. I had to monitor rather than take part in the dialogue and preferred to participate.

5/29/85 I met with fifteen Paideia freshmen and discussed improvements in curriculum and methodology.

6/3/85 I completed the Paideia year-end report for the Department of Curriculum.

6/4/-6/7/85 Dr. Alice Price addressed each class on the importance of the last all-school seminar. We want everyone present. I talked to the sophomore class because some were unruly. She addressed seniors, juniors, sophomores and freshmen.

6/4/85 I met with Dr. Jim Moses and Sheldon Bryer of the History department. We have to lead one of the four faculty seminars for the Martin Luther King letter.

6/12/85 Dr. Moses, History teacher Sheldon Bryer, and I led one of four faculty awareness seminars on Dr. Martin Luther King's "Letter from the Birmingham Jail." It was outstanding. I feel that faculty leaders should be able to do half of the preparation seminars for next year.

6/13/85 The King "Letter From the Birmingham Jail" was fantastic. Mr. Schaps, the district social worker co-led the seminar with me. I finally got everyone involved and covered as many points as I thought I should.

We are going to apply English credit for fruitful participation next year. This will delete one of the major student complaints. We had many students "cut" the Richard Wright, "Black Voices" seminar. We did not let it happen for the "King" seminar. We policed the doors, held an assembly for the "cutters" and did not tell them why. Immediately after the assembly, we divided the students into four groups and held seminars on Dr. King's "Letter." Passes were issued for classes missed.

6/14/85 We held a post-school activity for Paideia freshmen. Twenty teachers remained after school and swam, played volleyball, basketball, etc., with the students. Refreshments were also provided.

6/20/85 I met with Ellen Goldring and Jeanne Borger at 7:00 A.M. with Paideia faculty to discuss and assess the feedback from teacher, parents and students on questionnaires given to each. The meeting was a very "positive" experience.

6/21/85 I met with parents of Paideia children who needed additional coaching and counselling.

6/24/85 I closed the school year with a reception for Paideia parents. We viewed Paideia video-tape and discussed strengths and weaknesses of the program. We also talked about the need for a viable local council composed primarily of Paideia parents.

It was my most exciting year as teacher and principal.

Robert D. Brazil
Principal
Chicago
Sullivan High School

Chapter 7

Appendix

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6. *The Bottom Line, Chicago's Failing Schools and How to Save Them.* Designs for Change. 1985.
7. Van Luchene, Steven R. and Milner, Benjamin. "Great Books Make Great Teachers." *American Educator,* Winter, 1982.

Principal Operants
Sullivan High School

Dr. Frank Gardner	President, Chicago Board of Education
Dr. Manford Byrd, Jr.	General Superintendent Chicago Public Schools
Dr. Joseph Lee	Deputy Superintendent (CPS)
Dr. Margaret Harrigan	Assistant Superintendent (CPS)
Mr. Jack Mitchell	Assistant Superintendent (CPS)
Ms. Mary Broomfield	Assistant Superintendent (CPS)

Dr. Gerard Heing	Assistant Superintendent (CPS)
Dr. William Finch	Assistant Superintendent (CPS)
Mr. Norman Silber	District Superintendent (31) (CPS)
Mr. Howard Sloan	District Superintendent (2) (CPS)
Dr. Robert D. Brazil	Principal, Chicago Sullivan High School
(Ms. Mary Borrelli, Secretary)	
Mrs. Patricia Anderson	Assistant Principal (SHS)
Mrs. Kathryn Ruffalo	Program Developer (SHS)
Ms. Lynn Stinnette	Coordinator (CPS) Department of Curriculum
Dr. Alice Price	Program Developer (SHS)
Ms. Lynnette Fu	Assistant Principal (SHS) Programmer
Mr. Franklin Schmidt	Assistant Principal (SHS) Coordinator All-School Seminar
Dr. James Moses	Professor of Education Loyola University of Chicago
Dr. John Van Doren	Dr. Mortimer J. Adler's Institute for Philosophical Research
Staff and Faculty	Sullivan High School
Ellen Goldring Jeanne Borger Trudy Wallace	Researchers, Department of Research and Evaluation

CARNEGIE GRANTS PROGRAM FOR HIGH SCHOOL IMPROVEMENT

April 6, 1984

Dr. Robert D. Brazil
Sullivan High School
6631 North Bosworth Avenue
Chicago, Illinois 60626

Dear Dr. Brazil:

We are pleased to advise you that the Selection Committee of the Carnegie Grants Program for High School Improvement, after reviewing over 1,600 applications, has designated Sullivan High School to receive a $3,000 grant. Congratulations to you, your faculty, your students and your community.

The 200 Carnegie Grant recipients will be announced at a

national press conference scheduled for April 11, 1984, in Washington, DC. *PLEASE DO NOT RELEASE THIS INFORMATION BEFORE THAT DATE.* On April 11, however, we urge you to take full advantage of this opportunity to inform the news media and prominent officials in your community and in your state of this significant award to improve your school's educational program.

The grant funds are intended for use during the 1984-85 school year. A check for the grant award will be mailed to you during May, 1984. The enclosed form must be completed and returned before payment.

You will also be pleased to know that during October and November, 1984, we are planning regional academies for all principals who have received grants. Expenses for these two-and-a-half day meetings are being assumed by the Atlantic Richfield Foundation. As a participant in one of these academies, you will have an opportunity to hear from prominent educators, discuss high school reform, and share your planning and initial successes with other grant recipients. Additional information regarding these meetings will be mailed to you soon.

We also encourage you to participate in Phase II of the Grants Program. Grants of up to $50,000 each will be awarded to 25 high schools. A request for a proposal and appropriate details will be sent to you in the fall of 1984.

On behalf of the Carnegie Foundation for the Advancement of Teaching, the Atlantic Richfield Foundation, and the National Association of Secondary School Principals, we wish you success in carrying out the program described in your application.

Sincerely,

Scott D. Thomson
Executive Director
National Association of Secondry School Principals

Ernest L. Boyer
President
Carnegie Foundation for the Advancement of Teaching

GRANT RECIPIENT AGREEMENT

We accept the grant for the sum of $3,000 which is to be awarded to Sullivan High School by the Carnegie Foundation for the Advancement of Teaching with the approval of the National Association of Secondary School Principals and funded by the Atlantic Richfield Foundation.

We understand that the funds awarded through this grant are to be used exclusively to carry out the program described in the application which we have submitted and was approved by the Carnegie Grants Program for High School Improvement Selection Committee. We also understand that these funds are to be assigned to a separate account capable of being audited on demand.

We agree to submit a complete financial report to the National Association of Secondary School Principals no later than June 28, 1985. The financial report will be accompanied by a review and evaluation of the program. The review and evaluation will be more than FOUR (4) pages in length.

Sullivan High School
6631 North Bosworth Avenue
Chicago, IL 60626

Date

Dr. Robert D. Brazil
Name of Principal (Please Type or Print)

Dr. Ruth B. Love
Name of Superintendent

Signature of Principal

Signature of Superintendent

CARNEGIE GRANTS PROGRAM
for
HIGH SCHOOL IMPROVEMENT

Administered By: The National Association of Secondary School Principals

Sponsored By: The Carnegie Foundation for the Advancement of Teaching

Funded By: Atlantic Richfield Foundation

PHASE II
GRANT PROPOSAL

Name of School: Roger C. Sullivan High School
Name of Principal: Dr. Robert D. Brazil
School Address: 6631 N. Bosworth Avenue
Chicago, Illinois 60626

Telephone Number: (312) 262-4400

The enclosed proposal and budget has been read and approved by:

Signature of Principal	Signature of Superintendent
November 29, 1984	
Date	Date

Please mail your proposal to Santee C. Ruffin, Jr., Director, Carnegie Grants Program for High School Improvement. National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091.

DEADLINE FOR SUBMITTING PROPOSAL IS JANUARY 15, 1985

Roger C. Sullivan High School
Chicago
State: Illinois

Section 1. Purpose. Rationale. and Objectives. (No more than two pages)

Which of the twelve priorities, listed in Chapter 18 of *The High School Report* by Ernest L. Boyer, does this proposal address? (see enclosed copy of Chapter 18.)

Priority Number: IV
Priority Title: Transition To Work and Learning

Sullivan High School will implement Dr. Mortimer Adler's *The Paideia Proposal*. Dr. Adler's primary thesis is that education must undergo major reforms to improve the quality of education. Adler is in accord with Dr. Boyer's number IV. TRANSITION TO WORK AND LEARNING. The program will be community inclusive and involve the student body in its purpose, rationale and objectives. Chicago's title for "single tracking" is called "block programming." The Paideia program is an attempt to give primarily the same knowledge

and style of learning experiences to every child. Adler feels that the only elective a student would have is choosing a second or foreign language. We would include electives in choice of interscholastic sport, music (piano lab, band, guitar or choral music), and special interests that relate to the child's intrinsic abilities. The Paideia group which Dr. Adler heads and Dr. Boyer supports as national spokesman used three columns to illustrate the distinct modes of teaching and learning.

The goal of column one directs itself to the acquisition of organized knowledge. This would be accomplished by didactic instruction, learning and responses. Column two develops intellectual skills through coaching, exercises, and supervised practice. Column three would enlarge understanding ideas and values through Socratic questioning and discussion of books (not textbooks) and other works of art.

The purpose of the Sullivan High School proposal is to (A) Implement the Paideia Proposal guidelines for educational improvement within the Carnegie Grants Program (B) Effect an educational environment commensurate with the interests and abilities of all Sullivan High students (C) Positively upgrade faculty-student objectives by: 1) retraining faculty, 2) selection of talented faculty, 3) restructuring curriculum, 4) developing elective clusters of instruction utilizing Advanced Placement courses and courses from Loyola University and Chicago City Colleges; (D) Develop a Criterion-Referenced/Micro-Testing Administration system to improve test results on the *Test of Achievement*, PSAT, SAT and ACT examinations.

Section II. Procedures. (No more than two pages)

Students will be block programmed into a prescribed broad-fields or core curriculum for English/History, Math-Science and French or Spanish. The method of scheduling English/History will be an eighty minute seminar on Monday with three didactic classes Tuesday, Wednesday and Thursday. History will have didactic sessions on Tuesday, Wednesday and Thursday with a Socratic seminar on Friday. When American Literature is taught in English, U.S. History will be taught in History class. Two coaching periods weekly and one group guidance class facilitated by subject specialists and counsellors will augment this instructional mode. A common planning period for the cooperating English-History, Math-Science teacher is utilized weekly. The daily program will be interrupted bi-monthly for an all-school seminar in which everyone will read the same original work (i.e., Dr. Martin Luther King's "Letter from the Birmingham Jail"). Before each all-school seminar, the faculty reads, participates in a seminar on the same work conducted by University of Chicago and St. John's professors, then engage in a question-answer session the second day. The faculty,

augmented by the Principal, Assistant Principals, Counsellors, ancillary staff, Assistant Superintendent of Curriculum, curriculum consultant and Sub-District Superintendent will hold an all school seminar of 15 students each on the selected work at the same time.

This basic program will be complemented by offerings in music (piano laboratory — a master piano with keyboard display on a large lighted board which controls up to twenty other electric pianos), band, chorus and guitar. Art, Art History, mural painting, keyboard computer literacy and tutorial, complete the offering. The coaching groups are broken into sub-groups. One attends a laboratory with Apple computers. The other sub-group takes part in a coaching class with teacher specialists in English, Math and Science. The room is equipped with fifty sets of seminar text titles of thirty-five each. Teachers are invited to also use it to individually select texts for coming seminars or invite the class in for prereading. A large screen television with video recorder also occupies this room. Video-tapes for History, Literature, Foreign Languages, Art and Music are stored for immediate use.

Physical Education is directed toward development of individual skills. Teachers were selected who specialized in modern dance, aerobics, Nautilus Universal Machine, swimming, volleyball, wrestling and gymnastics.

Speech, debate and theatrical arts which include choreography and set design have been instituted by a specialist in this area.

Materials for the Paideia Program include primary sources as well as textbooks. Students must learn to read and discuss documents, letters, journals and the classics. Specific materials will be used in English, History, science, language and mathematics. Readings or weekly seminars will be short, but from a primary source. The aforementioned all-school seminar will be conducted five times annually.

Field trips to Chicago's many cultural centers (Museums, Art Institute and galleries) and neighboring university libraries for extended research complete the curriculum enrichment facet of the Paideia program.

Section III. Personnel. (No more than one page)

Paideia is a program designed for but not exclusive to the teaching of the classics. Sullivan's faculty for this program was specifically selected from Chicago's 27,000 teachers who believe that this instructional mode would have the positive expected outcomes perceived by Dr. Adler and his Paideia committee. The faculty would be retrained in cadres. Those whose schedules permit will study for four summers at St. John's College, Santa Fe, New Mexico. Other faculty will attend the University of Chicago. All will be in-serviced at Sullivan High School by professors from St. John's, the University of Chicago and Dr. Adler's Institute for Philosophical Research. The initial readings

will include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Aquinas and Tocqueville.

The St. John's concept of the Socratic seminar in which Sullivan teachers will be trained is the heart of the program. The teacher opens the session by proposing a question based on the assigned reading. Thereafter, students and teacher converse together about the opening question or about related problems. Students do not raise their hands for recognition and teachers do not moderate by calling on individuals for recitation.

Selected personnel will learn that the conversation is characterized by openness, concern and clarity. Openness is expressed in the willingness to state one's own mental habits. This reinforces Adler's thesis that real learning is active, not passive, with the student the focal point of instruction.

Finally the principal or educational leader with a program developer, math-computer specialist and curriculum coordinator must bring together the strengths of faculty and assessed materials to a positive fruition.

Section IV Budget — Itemized Portion
This page is to be part of the proposal

BUDGET SUMMARY

Itemize the costs required to carry out the proposed activities during the grant period of September 1, 1985 and June 30, 1988.

A. Personnel

The **Personnel** category may include 1) released or added time for staff, 2) professional fees (e.g., consultants), 3) support services (e.g., clerical and secretarial), 4) student assistants, or 5) other costs as enumerated. List each item separately.

1. In-service payment for faculty	$ 5,000.00
2. University of Chicago, St. John's College and Institute for Philosophical Research payments for staff development	5,000.00
5. Replication of St. John's seminars at College Camp Wisconsin for two weekends during the fall and spring. Intense multireadings for faculty, consultants and related staff for teachers who cannot attend St. John's, Sante Fe, New Mexico	10,000.00
Sub Total	$20,000.00

B. Services Other Than Personnel Costs for **Services Other Than Personnel** may include such items as: 1) instructional materials, 2) meetings (e.g., meals), 3) supplies (including publications), 4) equipment (limited to no more than 20% of proposal), 5) travel, 6)

producing print and non-print materials, 7) costs associated with participation by parents or others, or 8) other costs as enumerated.

1.	100 groups of 35 texts each of selected reading for class and all-school seminars (original works inclusive). Literature. Historical video-tape library. Original writings-works of art.	$10,000.00
2.	Meals at College Camp Wisconsin and Paideia receptions for community and consultants.	3,000.000
3.	Maps, related materials	1,000.00
4.	Xerox for seminar reading material, large screen T.V. video recorder, video cases, carts, book shelves, video camera, dust covers, security devices, mobile carts for texts, video equipment.	10,000.00
5.	Car reimbursement for travel	2,000.00
6.	Duplicating, mimeo paper and copier supplies	2,000.00
7.	Community meetings on Paideia (refreshments)	1,000.00
8.	Service contracts and insurance on Xerox and video equipment.	1,000.00
	Sub Total	30,000.00
	Grand Total	$50,000.00

Budget — Narrative Portion

This page is to be part of the proposal.
Relate cost items to activities

A. **Personnel**

Sullivan High School's faculty are inserviced on great literary works (i.e., Hobbes, Locke, Machiavelli, Rousseau, Plato, Aristotle) by professors from the University of Chicago, St. John's College — Santa Fe, New Mexico and Dr. Mortimer Adler's Institute for Philosophical Research. Classes take place largely after the school day. A major criticism of St. John's is that most faculty cannot relocate to Santa Fe for the summer Graduate Institute immersion in Literature, Politics and Society, Mathematics and Natural Science or Philosophy and Theology. Two weekend seminars at a local site for those faculty and St. John's professors to intensely study areas that cannot be covered in daily short seminar in-services appears to be a conciliatory measure for all parties. The selected site would be George Williams College Camp Wisconsin for two weekends.

B. **Services Other Than Personnel**

The coaching aspect of Dr. Adler's proposal takes place in classrooms and science laboratories. However, the major coaching sites are a micro-computer laboratory for computer tutorial and a room de-

signed to accommodate all other areas. Book shelves surround the room housing paperback books which will eventually be read in seminars (class and all-school). Teachers may prepare individually or with their class for future Socratic seminars. The room also stores art and original works for discussion. Video-tapes on communication, art appreciation, literature, history, etc. are stored here for class viewing and discussion. A large screen T.V. with video recorder are utilized.

Coaching in physical education includes individual instruction on the universal machine, Nautilus, aerobic exercises, modern dance, swimming, etc. The Nautilus approach to body building is a central theme of this course of study.

Community meetings are monthly with major gatherings planned every ten weeks for communication and staffing of Paideia students. These are necessary for parental support of the program. Articulation with Kilmer Elementary School's Paideia K-8 serves as a unifying forum for many of these meetings: Paideia is a K-12 program. Sullivan's liaison with other schools seeking to implement this instructional change nation wide is essential for added impetus.

Section IV. **EVALUATION**. (No more than two pages)

The evaluation of the Paideia Program is of utmost importance. Its assessment will be scrutinized very closely by those critical of the process and others who anticipate eventual implementation. The Paideia evaluation will involve three areas: the student body, the teachers, and the curriculum.

The Chicago Board of Education, Department of Research and Evaluation, will conduct continuous assessments of teacher inservice seminars, classroom seminars, attitudes (attitudinal rating scale) of students, parents, and teachers using the Ontario Institute for Studies in Education tests and other related instruments. These include: Purdue Teacher Scale, Purdue Problem Solving, Phi Delta Kappan Reasoning Test and the National Assessment of Educational Progress' Student Attitude Toward Reading and Writing.

St. John's College requires a narrative from each participant requesting strengths and weaknesses of its summer Graduate Institute.

Dr. John Van Doren of Dr. Adler's Institute for Philosophical Research conducts a faculty in-service to receive and critique faculty opinions of the Paideia Program.

Sullivan requires that each entering freshman sit for a Science Research Associates math test in computation and problem solving and reading test in vocabulary and comprehension, in addition to the submission

of a writing sample and scores from the eighth grade Iowa Test of Basic Skills Battery.

In addition, the Paideia students are involved in the schools' general testing program. A test of achievement and proficiency (TAP — Houghton Mifflin) is administered to each student annually. The Paideia scores will be compared to the scores of the entire student body to determine growth. To help us in the evaluation of these tests, we are using the resources of Educational Testing Service in Evanston. Our reading clinician will administer the Stanford Diagnostic Test which will give us an item-by-item analysis of our students' reading ability. Furthermore, our District 2 Language Arts Consultant will work with ETS and the Paideia Program Developer at the school to chart the progress of each student.

The Program Developer maintains a file, storing essays collected monthly from each participant.

A Paideia anecdotal journal is maintained by each teacher and checked for progress and regression by the program developer and principal.

Parents will also be part of our evaluation. On October 24, 1984, Paideia parents were invited to meet with teachers in an evening Open House. These parents will be invited continuously to discuss the total program with the school staff to determine our focus for the coming years.

Paideia students' records for achievement and deportment are assessed every ten weeks by the program developer and administrative staff. This procedure involves a review of the students' grades with all teachers present, as well as the students' counselors.

In addition to these four staffings, students will have the opportunity to evaluate the program during their coaching period. This session meets twice weekly. Counselors, individual teachers and resource teachers are available for individualized assistance. In this coaching session, students will be given pre and post tests. They entry criteria given in June, 1984 will be administered in May, 1985 to determine growth.

Finally, the principal visits each Paideia class a minimum of five times annually to assess teacher delivery, classroom management and leadership of Socratic seminars. The principal actively takes part in readings that are familiar, covered at St. John's Graduate Institute or are received by him the day before class visitation.

CHICAGO PUBLIC SCHOOLS

MEMO

To Paideia Program Principal

From Ms. Lynn Stinnette

Subject Chicago Summer Institute

Date June 7,1984

Copies to Orpen W. Bryan
Robert A. Saddler
Howard J. Sloan
Nelvia M. Brady

Attached is my draft for the Chicago Summer Institute being planned for Paideia Program teachers.

Please arrange to share this information with appropriate members of your staff.

I welcome any suggestions which you may have.

LS:dw
Approved:

Gerard J. Heing
Assistant Superintendent
Department of Curriculum

CHICAGO PUBLIC SCHOOLS

MEMO

To Paideia Program Principal Date May 10, 1984

From Ms. Lynn A. Stinnette

Copies to

Subject Chicago Summer Institute for Paideia Program

Please have participating teachers in your school sign-up for Summer Institute A or B. Please recall that there are numerous constraints within which we must work to devise a feasible plan for the Institute. Therefore, please urge teachers to do everything they can to be available for *one* of these institutes.

The Institute will incorporate great books seminars and curriculum planning sessions; the seminars are being scheduled for two hours with an hour afterwards for a critique and the discussion of related practical concerns. Tuesdays (9 a.m.-1 p.m.) will be devoted to curriculum planning.

I will be working with your program developers and the discussion leaders to determine the texts on which the seminars will be held. The seminars will include the discussion of one or several texts from the reading lists now being prepared.

I believe that the dates proposed for the Chicago Institute represent the best effort. I realize, however, that it is impossible to satisfy everyone. It is inevitable therefore that some people will be unable to participate. Let us hope that those numbers will be few. We will do everything possible to honor the choice teachers make.

Teachers will be compensated at $8.00 per hour.

Approved:

Gerard J. Heing
cc: Robert Saddler
Howard J. Sloan
Nelvia M. Brady

PAIDEIA PROGRAM
SUMMER INSTITUTE B — EVENING FORMAT
UNIVERSITY OF CHICAGO

MThSat — Seminar and Critique
Tu — Curriculum Planning

Monday, August 6, 1984 — 5 p.m. to 8 p.m. — Seminar and Critique
Thursday, August 9, 1984 — 5 p.m. to 8 p.m. — Seminar and Critique
Saturday, August 11, 1984 — 9 a.m. to 12 noon — Seminar and Critique
Monday, August 13, 1984 — 5 p.m. to 8 p.m. — Seminar and Critique
Tuesday, August 14, 1984 — 9 a.m. to 1 p.m. — Curriculum Planning
Thursday, August 16,1984 — 5 p.m. to 8 p.m. — Seminar and Critique
Saturday, August 18, 1984 — 9 a.m. to 12 noon — Seminar and Critique
Tuesday, August 21, 1984 — 9 a.m. to 1 p.m. — Curriculum Planning

NAME	CERTIFICATE

PAIDEIA PROGRAM

CHICAGO SUMMER INSTITUTE

August 1984

PURPOSES

- To further the liberal arts and sciences reeducation of participating teachers.
- To develop in teachers an understanding of the characteristics of an effective seminar, including leader behavior and participant behavior.
- To provide opportunities for teachers to plan student seminars for the

school year 1984-85, including selection of readings and a model seminar plan.

- To provide opportunities for teachers from disciplines such as physical education, typing-computer education, foreign languages, and counseling, to plan appropriate programs for the Paideia student.

PARTICIPANTS

- Staff from the four pilot Paideia schools

SUMMER INSTITUTE COMPONENTS (See Attachment A — Schedule.)

A. Six 2-hour seminars on the following texts:
   1. Hobbes, *The Leviathan* (chapter 13; other excerpts to be announced later)
   2. Locke, *Of Civil Government* (I-XI)
   3. Plato, "Crito"
   4. Sophocles, "Antigone"
   5. Martin Luther King, "Letter from the Birmingham Jail"
   6. Orwell, "Politics and the English Language." Lincoln, "Speech to the Young Men's Lyceum of Springfield." Eisenhower, speech to be announced later.

B. Two 40-minute workshops (following the seminars) devoted to the definition of an effective seminar. Discussion topics include:
   1. Seminar leader and participant behavior (How would I define an effective seminar, including leader and participant behavior?)
   2. Text selection (What makes a text discussable; what criteria should I use when selecting a text?)
   3. Reluctant and dominant participants
   (How do I draw out reluctant participants; how do I handle a dominant participant?)
   4. Questions
   (What opening questions would I recommend for today's text?)

C. Two 40-minute workshops (following the seminars) devoted to discussing and agreeing upon the five or six fundamental ideas around which student seminars will be planned (e.g., the idea of a state/republic/ just government)

   The group attending St. John's College will recommend these five or six ideas.

D. Two 40-minute workshops (following the seminars) devoted to planning a model seminar; participants will be asked to use the following criteria for effectiveness:
   1. High degree of structure
   2. Moderate degree of abstractness
   3. Moderate degree of diversity
   4. High degree of personalness

E. Two 3-hour curriculum planning sessions; participants will meet by discipline and level. (See Attachment B — Curriculum Planning Sessions.)

TIME AND PLACE

There will be three Summer Institute groups: A-1, A-2 (Day), and B (Evening). The readings and formats will be the same for each group. The groups are so scheduled to enable the greatest number to participate.

The seminar leaders will be: George Anastoplo and Art Davenport (not certain), A-1; James Chandler, A-2; and Keith Cleveland, B.

The seminar leaders will facilitate the workshop discussions. In the latter week (August 20-24, 1984), staff who attended St. John's College will work as co-facilitators. Department of Curriculum staff will assist during the curriculum planning sessions.

The Institute will be held on the campus of the University of Chicago. Specific meeting places will be announced at a later date.

ATTACHMENT A — SCHEDULE

PAIDEIA PROGRAM
SUMMER INSTITUTES A-1 AND A-2 — DAY FORMAT
UNIVERSITY OF CHICAGO

MWF — Seminars and Workshops
Tu — Curriculum Planning Sessions

Monday, August 13, 1984 — 9 a.m. to 12 p.m. — Seminar and Workshop (1)

Tuesday, August 14, 1984 — 9 a.m. to 12 p.m. — Curriculum Planning Session

Wednesday, August 15, 1984 — 9 a.m. to 12 p.m. — Seminar and Workshop (2)

Friday, August 17, 1984 — 9 a.m. to 12 p.m. — Seminar and Workshop (3)

Monday, August 20, 1984 — 9 a.m. to 12 p.m. — Seminar and Workshop (4)

Tuesday, August 21, 1984 — 9 a.m. to 12 p.m. — Curriculum Planning Session

Wednesday, August 22, 1984 — 9 a.m. to 12 p.m. — Seminar and Workshop (5)

Friday, August 24, 1984 — 9 a.m. to 12 p.m. — Seminar and Workshop (6)

PAIDEIA PROGRAM
SUMMER INSTITUTE B — EVENING FORMAT
UNIVERSITY OF CHICAGO

MTh Sat — Seminars and Workshops
Tu — Curriculum Planning Sessions

Monday, August 6, 1984 — 5 p.m. to 8 p.m. — Seminar and Workshop (1)
Thursday, August 9, 1984 — 5 p.m. to 8 p.m. — Seminar and Workshop (2)
Saturday, August 11, 1984 — 9 a.m. to 12 p.m. — Seminar and Workshop (3)
Monday, August 13, 1984 — 5 p.m. to 8 p.m. — Seminar and Workshop (4)
Tuesday, August 14, 1984 — 9 a.m. to 12 p.m. — Curriculum Planning Session
Thursday, August 16, 1984 — 5 p.m. to 8 p.m. — Seminar and Workshop (5)
Saturday, August 18, 1984 — 9 a.m. to 12 p.m. — Seminar and Workshop (6)
Tuesday, August 21, 1984 — 9 a.m. to 12 p.m. — Curriculum Planning Session

Each seminar will be followed by a 15-minute break.
Workshop themes are as follows:

Workshops 1-2: Defining an Effective Seminar
Workshops 3-4: Defining 5 or 6 Fundamental Ideas Around Which Student Seminars Will Be Developed
Workshops 5-6: Planning an Effective Model Seminar

ATTACHMENT B — CURRICULUM PLANNING SESSIONS

PAIDEIA PROGRAM
SUMMER INSTITUTE
UNIVERSITY OF CHICAGO

August 1984

These will be held on Tuesdays, August 14 and August 21, from 9 a.m. to 12 p.m. Participants will meet by level and by discipline as follows to address the tasks noted below:

High School Teachers

ENGLISH AND HISTORY TEACHERS

Task: Decide upon topics and readings for weekly seminars which integrate English and history curricula.

List the readings by ten-week segments.

(This group will probably need to form subgroups (i.e., English I and Early World History; sociology, U.S. History and American Literature; etc.)

MATHEMATICS AND SCIENCE TEACHERS

Task: Decide upon topics and a series of monthly seminar readings. (Recall that the majority of your double periods will be devoted to science laboratory or to coaching/skill development.)

Some seminar topics for consideration include the scientific method, bioethics, the evolution of man, etc.

BUSINESS AND COMPUTER EDUCATION TEACHERS

Task: Describe the computer awareness program for Paideia students; list computer awareness objectives, including readiness criteria.

Describe the tutoring/coaching function of the microcomputer. How will the microcomputers in your building be used as "coaches"?

List preferred software.

FOREIGN LANGUAGE TEACHERS

Task: Describe the foreign language program for Paideia students; emphasize ways in which it will differ from the regular instruction program.

PHYSICAL EDUCATION TEACHERS

Task: Describe the physical education program for Paideia students. Emphasize ways in which it will differ from the regular instruction program.

COUNSELORS

Task: Describe the counseling and guidance services for the Paideia student. Emphasize ways in which these services will differ from those ordinarily provided.

List guidance/value setting seminar TOPICS.

Elementary School Teachers

KINDERGARTEN — PRIMARY TEACHERS

Task: Decide on a series of readings — stories, poems, fables to be read to the student and/or by the student.

INTERMEDIATE GRADE TEACHERS

Task: Decide upon a series of seminar readings. These should draw heavily from The Junior Great Books selections and tie into the five or six fundamental ideas.

UPPER GRADE TEACHERS

Task: Decide upon a series of seminar readings. These should draw from The Junior Great Books selections, be interdisciplinary, and tie into the five or six fundamental ideas.

PAIDEIA PROGRAM

MAY 1984 STAFF INSTITUTE SEMINARS

Evaluation

1. What in your opinion was the purpose of the May Paideia Program Seminars?

   The purpose was
2. I was in Seminar group —
   - ☐ A — James Chandler
   - ☐ B — Amy Kass
   - ☐ C — Keith Cleveland, Herman Seniko
   - ☐ D — Stephen Van Luchene, Jack Steadman, George Anastoplo
3. Overall the seminars were —

   Excellent Good Fair Poor
4. Did the discussion leader guide the Rousseau Seminar effectively?

   Yes No Sometimes
5. Did the discussion leader guide the *Federalist Papers* seminar effectively?

   Yes No Sometimes
6. How many participants engaged in any one of the seminars?

   Nearly Everyone About Half A Few
7. Did the leader do anything specific to draw nonparticipating members into the discussion?

   Yes No
8. If yes, what did he/she do?
9. Did the seminar leader dominate the discussion?

   Yes No Sometimes
10. Did any one or group participants DOMINATE the discussion?

    Yes No Sometimes
11. Did the leader do anything SPECIFIC to inhibit someone from "taking over" the discussion?
12. If yes, then what did he/she do to inhibit someone from "taking over" the discussion?
13. On a scale of 1 to 5, rate according to the following variables the second or third seminar in which you participated.

	Low Degree		Medium Degree		High Degree
STRUCTURE (To what extent was the seminar structured?)	1	2	3	4	5
DIVERSITY (To what extend were alternate/conflicting view-points presented, emphasized, or drawn out?)	1	2	3	4	5
ABSTRACTNESS (To what extent were ideas put into a concrete, experiential context?)	1	2	3	4	5
PERSONALNESS (To what extend did the seminar leader establish a comfortable atmosphere or establish a personal rapport with participants?)	1	2	3	4	5

Based upon your participation in the May Staff Institute and follow-up seminars, and based upon your knowledge of Adler's third column of teaching and learning, complete the following statements:

14. An effective, well-conducted seminar is one which —
15. An effective seminar leader is one who —
16. A successful discussant (participant) is one who —
17. What do you think the benefits will be to your students of a well-conducted weekly seminar?
18. What negataive effects, if any, do you think a weekly seminar may have upon your students?
19. In what SPECIFIC ways have you benefited or do you expect to benefit professionally and or personally from participation in the Paideia Program staff development activities?
20. In what school do you teach?
21. Additional comments:

Department of Research and Evaluation Formative Report — Paideia Project Student Attitude Toward Reading (Administered November, 1984)

The Student Attitude Toward Reading Survey was administered to 475 Paideia students in the fall of 1984 after two months of imple-

mentation of the Paideia Program. The questionnaire was adopted from the National Assesment of Educational Progress' 1979-80 assessment of reading and literature. The purpose of this survey is to review students' reading habits, tastes and attitudes toward written works in order to establish a context for their attitudes toward school and their academic performance.

The questionnaire was administered to 30 ninth-grade Sullivan students in the Paideia Program. The percentage of these students giving a particular response to each item is reported below.

I. How much do sudents value reading?

1. How much do you enjoy reading?

Very much	53.3
Somewhat	43.3
Not at all	3.3

2. How much do you read for your own enjoyment during your spare time?

Almost every day	31.0
Once or twice a week	48.3
Less than once a week	17.2
Never	3.4

3. How much time did you spend on reading for enjoyment yesterday?

No time	46.7
Less than one hour	20.0
One or two hours	23.3
Three or more hours	10.0

4. In your free time which would you enjoy doing most?

Read a book	20.7
Watch TV	17.2
Read a magazine	10.3
Go to a movie	51.7

5. In your free time, which would you enjoy doing the least?

Read a book	33.3
Watch TV	26.7
Read a magazine	20.0
Go to a movie	20.0

II. How do students think they read?

6. What kind of reader are you for your age?

Poor	3.3
Good	30.0
Very Good	40.0
Don't know	26.7

7. Do you find each of the following usually easy or usually hard?

	Usually Easy	Usually Hard
Keep mind on reading	76.7	23.5
Reading long sentences	83.3	16.7
Finish silent reading in class	80.0	20.0
Read a story with new words	73.3	26.7
Finish book started	56.7	43.3
Read books with small print	76.7	23.3
Find books that interest you	66.7	34.4
Read very long books	50.0	50.0
Find books on a subject which are easy to read	96.7	3.3

III. Why do students read?

8. Why do you read?

Help me learn how to make things I can use	21.4
Help me understand the way I feel and act	39.3
Help me learn about famous people and important events	28.6
Help me find ways to get along better with people	10.7

IV. What kinds of materials do students like to read?

9. What kinds of materials do you like to read?

	Mostly	Sometimes	Never
Biography	20.7	55.2	24.1
History	20.7	51.7	27.6
Fiction	55.2	44.8	—
Poetry	20.7	41.4	37.9
Non-fiction books	51.7	48.3	—
Current news magazines	27.6	65.5	6.9
Current non-news magazines	55.2	41.4	3.4
Plays	24.1	37.9	37.9

SUMMARY

The first set of questions refers to how much students value reading. Fifty-three percent of the 30 Paideia students at Sullivan who responded to this questionnaire indicated that they enjoyed reading very much. When asked how much they read for their own enjoyment during their spare time, 48 percent indicated once or twice a week. However, 47 percent of the Paideia students at Sullivan said they spent no time reading for enjoyment yesterday. About half of the 30 Sullivan Paideia

students prefer to go to a movie in their free time when compared to reading a book, watching TV or reading a magazine. Twenty-one percent of the 30 Paideia students at Sullivan said they most enjoyed reading a book in their free time. When asked what they would enjoy doing the least in their free time, 33 percent of the Paideia students indicated reading a book was their last choice.

The second set of questions refers to how well students think they read. Forty percent of the 30 Sullivan Paideia students indicated that they were good readers, while 30 persent said they were very good readers.

The hardest aspects of reading, according to the 30 Sullivan Paideia students are reading very long books and finishing a book which was started. The easiest part of reading is finding books on a subject which are easy to read. From the responses of the 30 Paideia Sullivan students, it seems that they like to read fiction books and current non-news magazines. They like to read plays and poetry least.

DEPARTMENT OF RESEARCH AND EVALUATION

Paideia Project

Summary — Sullivan High School FY 1985

The Paideia Project of the Chicago Public Schools was implemented as a pilot proram in four schools in September 1984. At both the elementary and secondary levels, this innovative program provided three types of instruction — didactic, supervised practice, and Socratic questioning. The third mode was accomplished through seminars during which teachers and students participated together in round-table-type discussions of great works in English, history, science and the fine arts.

Teachers selected for the Paideia Program were immersed in the liberal arts through several teacher reeducation programs. Teachers participated in seminars following a Socratic mode to enlarge and expand their knowledge of subjects and their understanding of ideas. They also gained skills in guiding such seminars for their students.

The purpose of this report is to highlight the results of the 1984-85 evaluation plan. More detailed information is provided in a separate document available from the Department of Research and Evaluation. This fiscal year (FY) 1985 evaluation design contained three evaluation objectives. They are:

- to ascertain the degree of implementation, focusing on the type of teacher -student interactions which are expected to be evident in a Paideia classroom;
- to assess the impact of Paideia on student achievement; and
- to assess the ability of the students to meet the standards of this curriculum as indicated by the failure rates.

SELECTION

The four pilot schools — a high school and an elementary school on the north and south sides — were selected to represent students from a wide range of socioeconomic, ethnic, and achievement backgrounds. Staff selection for the Paideia Program, following OEEO guidelines for faculty integration, included a willingness to participate in ongoing staff development, a liberal arts background, and experience with an integrated curriculum.

Students were recruited for the Paideia Program in the high schools. Sullivan faculty members visited area elementary schools and made presentations describing the Paideia Program to the seventh and eighth graders. Selection of students to participate at Sullivan was based on elementary teacher recommendation, mathematics and reading examination scores and a written essay explaining why they were interested in the Paideia Program. There are three divisions of Paideia students at Sullivan.

Comparison schools were chosen from within the same district as the project schools. The school selected for comparison to Sullivan was of comparable racial composition, size, percent low income, standardized achievement scores, and budget allocation. The principal was asked to select five freshman English classes in which the students were reading at or as close to grade level as possible. These served as the comparison group for the students in the Paideia Program.

IMPLEMENTATION

Sullivan Paideia and Non-Paideia Students' Responses

The first evaluation question pertained to the actual implementation of the program. According to students' and teachers' perceptions, are teachers behaving differently in the classroom? To answer this question, the Classroom Survey was administered to a sample of students and teachers in the Paideia schools before teacher training and implementation (spring 1984) and a sample of Paideia students and teachers after one year of implementation (spring 1985). In the first administration, 169 Sullivan students responded to the questionnaire. A year later, 52 Sullivan freshman in the Paideia Program answered it.

Student responses to the Classroom Survey in spring 1984 and again in spring 1985 indicated positive changes in behaviors directly related to the Socratic seminar were taking place. For example, a larger percentage of Paideia students replied "usually" to items concerning active discussions than did the non-Paideia students a year earlier. According to students' perceptions, teachers, after a year of Paideia, were more likely to encourage students to share ideas and discuss differing opinions.

Sullivan Paideia and Non-Paideia Comparison Students' Responses

The Classroom Survey was also given to a sample of non-Paideia students (N=96) and teachers in the comparison school in spring 1985. When their responses were compared to those of Sullivan's Paideia students (N+52) in spring 1985, the tendency toward more student-teacher interactions resulting from Paideia was reinforced. The Paideia students again reported having active discussions in their classrooms more often than was reported by the non-Paideia students in the comparison school. According to the students surveyed, teachers in Paideia classes actively encouraged students to share ideas, discuss differing opinions, and support their answers.

The differences between Paideia classes and non-Paideia classes, as reported on the Classroom Survey, are all in regard to the Socratic teaching method. Items on the Classroom Survey pertaining to coaching, small-group work, supervised practice, and teacher enthusiasm did not reveal any differences. This may be because the teacher reeducation program as well as the first year's implementation stressed the Socratic seminar.

Paideia and Non-Paideia Teachers' Responses

The responses of a sample of non-Paideia teachers (N=35) to this instrument prior to the onset of Paideia training were compared to the responses of a sample of Paideia teachers (N=46) after one year's involvement in the program. A larger percentage of teachers reported in spring 1985 they "usually" had discussions in their classes. The Paideia teachers of one year were also more likely to report they "usually" encouraged students to share their ideas and discuss different opinions. according to their own perceptions, however, teachers were not more likely to ask students to support their answers and they were less likely to work with students in small groups.

There was also evidence of the implementation of the Socratic teaching method when the responses of a sample of Paideia teachers was compared to a sample of non-Paideia teachers (N=45) in the comparison school. Both groups responded to the Classroom Survey in spring 1985. More Paideia teachers than comparison teachers reported they usually have discussions in class. The Paideia teachers surveyed indicated they encouraged students to share their ideas and discuss their different opinions more often than non-Paideia teachers in the comparison schools. The frequency with which each group of teachers encouraged students to ask questions was about the same but twenty-seven percent more Paideia teachers reported they "usually" asked students to explain how they got their answers. In addition, the teachers in the Paideia program indicated they spent time coaching students in the academic disciplines more frequently than the comparison teachers did. In other areas, such as enthusiasm for teaching and providing

students with feedback, there were no meaningful differences between the sample of Paideia teachers and comparison teachers surveyed in spring 1985.

Paideia Student and Teacher Interviews

To provide more descriptive information about implementation and attitudes toward the program, a sample of students and teachers was interviewed in the spring of 1985. The Paideia students interviewed reported they definitely had seminars in English and history — at least once a week. Some students also had them occasionally in math, science, and foreign language. The Paideia freshmen indicated the computer classes were well-liked but there was little emphasis on coaching and the counseling periods were not relevant to their perceived needs. Students admitted the Paideia curriculum was more work. A few wanted to drop out of the program because of its demands but most stated the seminars were enjoyable and would be an asset in preparing for college. The freshmen participating in the Paideia Program liked being special but wished they had more choices in course selection and more opportunities to meet with students not in the pilot program.

A sample of Paideia high school teachers was also interviewed in spring 1985. These teachers indicated that their classroms, their students, and even their own attitudes were different since the implementation of Paideia. The teachers reported students were beginning to realize the value of a good education and were becoming more logical thinkers. The teachers interviewed thought there was better communication between students and teachers. At the beginning, it seemed to be difficult for students to handle the work load and structure but they adjusted, and most were doing much better by the end of the year. Teachers said they enjoyed working with teachers from other departments but needed more time for planning and exchanging ideas.

STUDENT ACHIEVEMENT

The second objective of the evaluation was to assess the impact of the Paideia Program on student achievement. The measure of achievement used for the high school citywide testing program is the Tests of Achievement and Proficiency (TAP). This is regularly administered in the fall each year. Paideia freshmen have only taken the TAP once — at the outset of their participation in the Paideia Project. It is not possible, therefore, to analyze the achievement gains of ninth grade students until after the 1985 TAP results are available. This information is being prepared now.

FAILURE RATES

Finally, to assess the third objective for the Paideia Program in 1984-85, the failure rates of students in their second semester reading,

mathematics, and social studies classes were compared to the failure rates of students in the comparison school. The Paideia Program is considered possibly too rigorous for some students and the Socratic seminars are a new instructional mode for most. Contrary to these expressed concerns, the frequency of failure was higher for the comparison students than for the Paideia ones. Not surprisingly since students were selected for participation in the Paideia Program, the failure rate was higher for Sullivan non-Paideia freshmen than for Paideia students in these subjects.

DEPARTMENT OF RESEARCH AND EVALUATION
Paideia Evaluation Plan 1985-86

Paideia Objective	Evaluation Instrument	Participant			Date
		Principal	Teacher	Student	
1. Implementation	Observations				Bi-monthly, as possible
	Interviews	•	•		Winter, Spring
2. Achievement	Tests of Achievement and Proficiency			•	Fall (High School)
	Iowa Tests of Basic Skills			•	Spring (Elementary)
	Grades in English, Social Studies, and Math		•		June
3. Teacher-Student Interaction	Observations				Bi-monthly, as possible
	Classroom Survey		•	•	Spring
4. Reasoning Skills	Phi Delta Kappan Reasoning Test (7th-12th)			•	Mid-year
5. Student Attitude Toward Reading	National Assessment of Educational Progress Student Attitude Toward Reading			•	Spring
6. Attendance and Drop-Out Rate	Teacher Record		•		June
7. Staff development	Evaluation of Teacher-institutes and St. John's	•			As institutes are completed

CONCLUSION

In conclusion, it seems classroom behaviors were truly different after one year of Paideia. Both students and teachers reported more student-teacher interactions. Generally, students' and teachers' reactions to the program were positive. While no comments can be made yet on Paideia's impact on achievement, the failure rates and student and teacher interviews indicate that the new methods are probably not

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harmful. It may be beneficial in future assessments of achievement changes to look at differences in performance on those items of the TAP which specifically address Paideia goals such as inferential and evaluative skills. Another important aspect of education is attitude — self-esteem, attitude toward school, and attitude toward learning. While these objectives will be further explored in subsequent years of the program, imput from conversations with students and teachers in 1985 indicate the program was challenging and rewarding.

PRINCIPAL'S EVALUATION LETTER

BOARD OF EDUCATION
City of Chicago
ROGER C. SULLIVAN HIGH SCHOOL
6631 NORTH BOSWORTH AVENUE
Chicago, Illinois 60626

The Sullivan High School Paideia Program

"In Retrospect"
March 16, 1987

Since the Paideia Program began at Sullivan High School in 1984, it has moved to a stage where I can take an objective look at what has actually taken place.

The regular weekly double period seminar is effective. It forces communication between teacher and student where before there was little discussion on the students' part. It also allows the principal to see students as a teacher does. When a novel is introduced into the classroom seminar, it enables the principal to sit with the class, compare readings from other classes, and for three to four weeks, get to know the students and their abilities.

The all-school seminar, an approach to involve every student and teacher at Sullivan in this activity, is very successful. It can be well utilized in elementary grades 4-8 and high schools up to 1400-1500 in population.

The enrichment seminar was introduced in the spring of 1986. It is similar to the all-school seminar because any student may participate. It is dissimilar because it is voluntary, whereas the all-school seminar is mandatory for everyone. A synopsis of a book chosen by an English, History or Science teacher is placed on the library door. The student may choose to read the book and discuss it in seminar one month later with the principal and cooperating teacher for History or English credit.

There are some difficulties. Students in the program as juniors and seniors have much more experience than in-coming teachers. It is still difficult to get teachers out of a timetable mentality, i.e., "I'm not covering enough material. I need those two periods." Teachers still talk too much and attempt to reach "closure." They'll ask a question, then answer it immediately. It makes them nervous not to have all the answers and to have students support or rebut other students. Lastly, evaluation and involving all students is difficult.

However, in spite of the difficulties, I feel reborn. I've learned more this year (1986-03/87) than any other including graduate school, because of the active learning experience of reading, interacting with faculty and students and discussing it in seminars.

Robert D. Brazil

PREPARING FOR THE ENRICHMENT SEMINARS

1. Make up synopsis for book and post it at various locations.
2. Set date and put on school calendar.
3. Advertise on P.A. system.
4. Have students sign up in library.
5. Schedule Social Room for event or Room 121.
6. Post list of students with division numbers.
7. Notify first-period teachers and division teachers.
8. Take attendance and confirm with follow-up note to teachers. Some students may be "no shows."
9. Assign papers. Grade and send grade to both teacher and student.
10. You may wish to advertise by using bulletin boards.

Seminar: *The Grapes of Wrath* by John Steinbeck

Seminar Leader: Ms. Karales

Place: Social Room Date: October 15, 1986
7:45 A.M. Wednesday

Procedure: Sign up in the Sullivan library and receive a copy of the book. The book should be returned after the seminar.

Passes will be issued for first and second period classes at the end of the seminar. Tardy students will not be admitted.

Be prepared to participate fully in a discussion of the work. Credit will be given upon completion of a one page assessment to be handed in no later than one week after the seminar. The credit will be sent to the English or history teacher of your choice. The one page essay will consist of thoughts and questions raised directly from the opening question and fully substantiated with proofs from the text.

The Grapes of Wrath tells the story of the Joad family, forced to

leave their farm in Oklahoma where crop failures impoverished them. It tells of their journey to California and the reality that destroyed their dreams of obtaining another farm. Through the Joad family, John Steinbeck reveals the story of a major disaster in American history.

By the time Steinbeck wrote his novel, some 300,000 destitute men, women, and children had arrived in California, victims of the Depression. Persuaded by California agribusiness, these migrant workers competed with each other for extremely low paying jobs. The workers suffered terrible hardships while the business associations reaped large financial rewards.

Published in 1939, this powerful novel of protest was awarded the Pulitzer prize in 1940. The issues it exposed are still alive, as we witness daily the disasters of the small farmers of the 1980's.

SUGGESTIONS FOR A SUCCESSFUL SEMINAR

FROM: R.D. BRAZIL

DATE: NOVEMBER 25, 1986

---

1. Don't attempt to summarize and reach closure.
2. Tighten the Socratic square.
3. Be aware that poems, paintings, are more difficult to discuss.
4. Assess your seminar by student participation.
5. Have students talk to each other. You should not be the object of every student's attention.
6. A seminar is not a lecture in a Socratic square.
7. Ask questions based on their responses, not on your structured lesson plans. Work hard to make them tell you what they have read.
8. Look for contradictions within the readings. If you're unsuccessful, find other readings which contradict this one. (Prince, Secret Sharer)
9. Grade within last two minutes of seminar, not during.
10. Don't answer every question, try to get others to do it.
11. Some readings which require very close reading are more suitable for tutorials.
12. Go around the circle with a major answerable question to promote participation.
13. Slow down. Tolerate silence. Wait for answers that may never come.
14. PAIDEIA TEACHERS ONLY:

    Use a novel and break it down into three or four seminar discussions per semester or school year.

    Do not deviate from your seminar schedule. If there's an emergency, notify A. Price, L. Fu and R. D. Brazil.

MACHIAVELLI

For over four hundred years, *The Prince* has been the basic HANDBOOK OF POLITICS, statesmanship, and power. Written by a Florentine nobleman whose name has become a synonym for CRAFTY PLOTTING, IT IS A FASCINATING POLITICAL AND SOCIAL DOCUMENT, as pertinent today as when it first appeared. Machiavelli wanted to set down for all time the rules and moves in the ageless game of politics, and as the most successful statesman of his day, he devised this highly readable formula for the man who seeks power. There was little modern democracy in sixteenth century Italy, and as a result, Machiavelli's work became thought of as a blueprint for dictators — instead of a guide for efficient democratic government.

Fifty years ago, if the average American reader or the student in the American college picked up Machiavelli's *Prince* at all, he did so out of sheer curiosity. For him it was an outmoded book. The very title was against it. The age of kings and princes was passing. He knew that the treatise had been written in the period which the most widely read of the English historians of the Renaissance, J.A. Symonds, called The Age of the Despots, and Machiavelli himself, in quite general acceptation, bore so unsavory a reputation that the word "Machiavellian" has become imbedded in our language as synonymous with Mephistophelian. On the strength of a famous essay of Macaulay's, the notion had become fairly widespread that the devil himself had become familiarly known as the Old Nick only because Niccolo had been Machiavelli's first name.

MACHIAVELLI SEMINAR

APRIL 11, 1986 — 7:45 A.M. — SOCIAL ROOM

Please pick up your copy of this book from Dr. Alice Price, Room 315. Please return copy at the conclusion of the seminar.

LEADERS:	Dr. Brazil and Mr. Glickman
CREDIT OR NON-CREDIT	
RECORDER:	Ms. Fu
CREDIT:	A one page assessment of the book or the seminar presented to Dr. Brazil. Three paragraphs: Introduction, Main Idea, and Summation, no later than one week after the seminar. A pass/fail grade will be given to your choice of English or History class teacher.

SEMINAR:	*The Apology* by Plato
SEMINAR LEADERS:	Mr. Bertacchi Dr. Brazil
PLACE:	Social Room
DATE:	November 13, 1986 8:00 A.M. Thursday
PROCEDURE:	Sign up in the Sullivan library and receive a copy of the book. The book should be returned after the seminar. A pass/fail grade will be given to your choice of English or History class teacher.

Passes will be issued for first and second period classes at the end of the seminar. Tardy students will not be admitted.

Be prepared to participate fully in a discussion of the work. Credit will be given upon completion of a one page assessment to be handed in no later than one week after the seminar. The credit will be sent to the English or history teacher of your choice. The one page essay will consist of thoughts and questions raised directly from the opening question and fully substantiated with proofs from the text.

SOCRATES ON TRIAL

In the year 399 B.C. three Athenian citizens — Meletus, Anytus, and Lycon brought a public action against Socrates as being a menace to society.

The first part of the charge — heresy — was no doubt primarily intended to inflame prejudice. ("Heresy" seems to be a more appropriate word than "impiety," since the latter hardly suggests an indictable offence.) It had already been used with success against the philosopher Anaxagoras, some of whose views were apparently imputed to Socrates. It could hardly have been substantiated, because Socrates was punctilious in his religious observances. Still, he may well have pointed out incongruities or unworthy elements in traditional beliefs; and his "divine voice" could have been represented as the profane invention of a dangerous free-thinker.

The second and more serious part of the charge was that Socrates "corrupted the minds of the young." This superficial absurdity had a certain political foundation. His circle included or had included a number of right-wing aristocrats whose memory, even if (like Critias) they were now dead, was still abhorred; and one of his closest pupils had been the brilliant Alcibiades, remembered now only as a traitor who had ruined his country. It was possible to argue that it was Socrates

who had led these men astray, and that he was doing the same to others. Also his tendency to regard popular opinion as ignorant made him suspect in the eyes of the democratic party, of which Anytus, the most influential of his accusers, was a prominent member.

Thus the prosecution relied mainly on the powerful conjunction of religious and political hostility. They also counted upon Socrates' unpopularity with those whose self-pride he had offended; and they hoped that his uncompromising attitude would alienate the jury, which expected flattery and object entreaties.

The procedure in court was as follows. Litigants had to state their own case, without the help of counsel. The prosecution spoke first, and when the defendant had replied, the jury (which consisted of 501 representative citizens), without any direction or summing-up from the presiding magistrate, at once gave its verdict by a majority vote. If the votes were equal (as might happen in consequence of illness or accident) the case was dismissed; if the plaintiff received less than one-fifth of the total number he was fined. When the verdict was Guilty and (as in the present case) there was no penalty fixed by law, the plaintiff proposed one, the defendant another, and the jury voted between them.

The Apology consists of three separate speeches: (1) Socrates' defense, (2) his counter-proposal for the penalty, and (3) a final address to the Court.

"Thou waitest for the spark from
heaven! and we,
Light half-believers in our casual
creeds . . .
Who hesitate and falter life away,
And lose tomorrow the ground
won today."

* Matthew Arnold, *The Scholar Gipsy*, [1853], Stanza 18, p. 621a.

* John Bartlett, *Familiar Quotations*, Little, Brown and Company, 1955.

List of Figures

Figure 1. The Same Course of Study for All 34
Figure 2. The Curriculum (Literature) 39
Figure 3. The Curriculum (Politics and Society) 40
Figure 4. The Curriculum (Mathematics and Natural Science) 41
Figure 5. The Curriculum (Philosophy and Theology) 42
Figure 6. Sample Student Schedule — Freshman Year 44
Figure 7. Four Year Subject Sequence 50
Figure 8. Sullivan High School All-School Paideia Seminar 57
Figure 9. Sullivan High School — The Paideia Program 65
Figure 10. Sullivan High School.— The Paideia Program 66

List of Tables

Table 1: Number of Students Responding 86
Table 2: Student-Teacher Interaction 87
Table 3: Coaching 87
Table 4: Supervised Practice 88
Table 5: Enthusiasm 88
Table 6: Active Discussions 89
Table 7: Small-Group Instruction 89
Table 8: Corrective Feedback 89
Table 9: Relating to Life Experiences 90
Table 10: Provocative Questioning 90
Table 11: Uses a Variety of Teaching Methods 91
Table 12: Number of Teachers Responding 92
Table 13: Student-Teacher Interaction 93
Table 14: Coaching 93
Table 15: Supervised Practice 94
Table 16: Enthusiasm 94
Table 17: Active Discussion 94
Table 18: Small Group Instruction 95
Table 19: Corrective Feedback 95
Table 20: Relating to Life Experiences 95
Table 21: Provocative Questioning/Reasoning 96
Table 22: Uses a Variety of Teaching Methods 96

Dr. Robert D. Brazil
Principal
Sullivan High School
Chicago Public Schools

Students of Sullivan High School
"Learning and Thinking Expands the View of the World and One's Place in it." — F.A.R.

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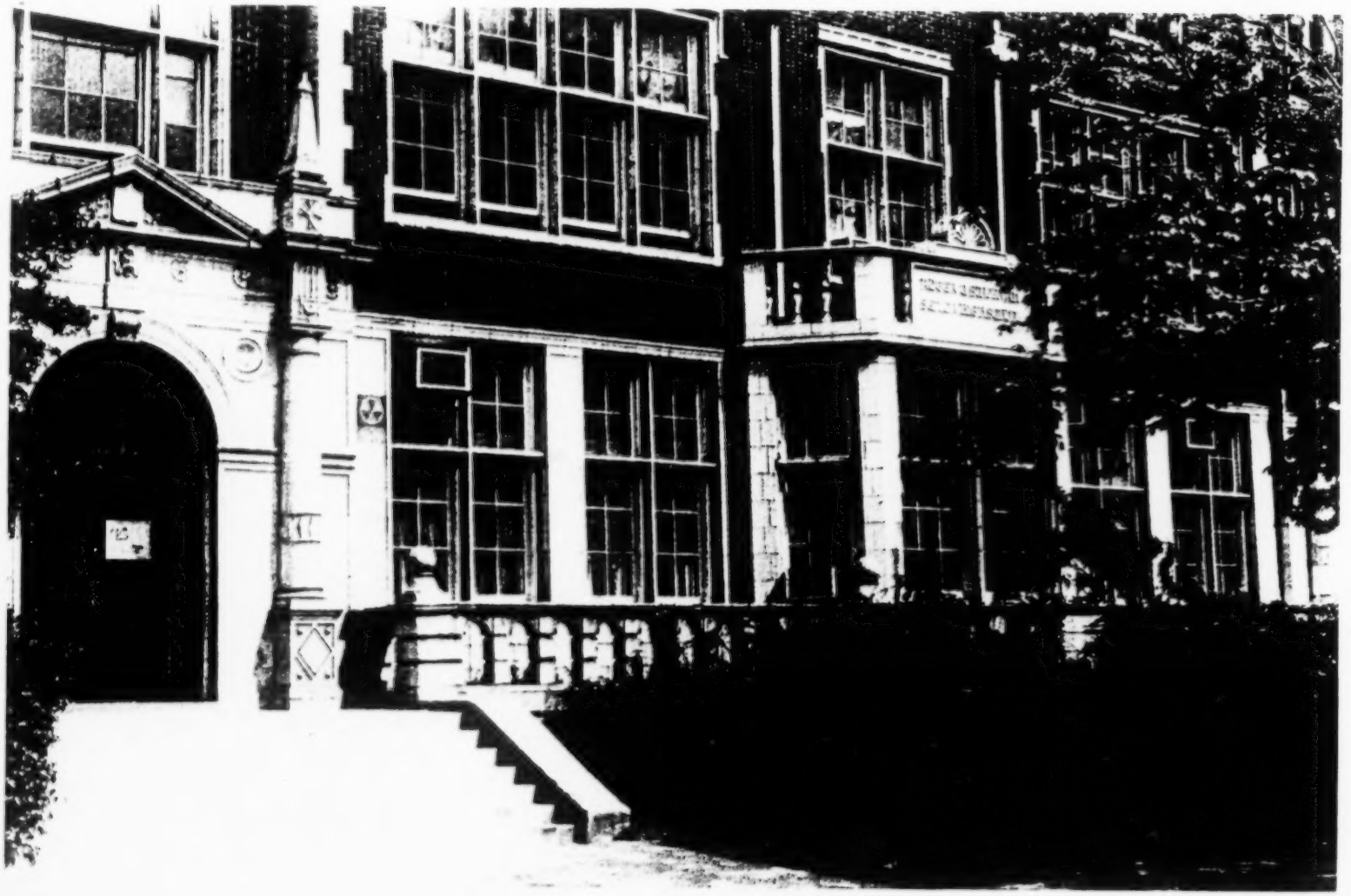

Sullivan High School

Greek Alphabet

A	α	alpha	N	ν	nu
B	β	beta	Ξ	ξ	xi
Γ	γ	gamma	O	o	omicron
Δ	δ	delta	Π	π	pi
E	ϵ	epsilon	P	ρ	rho
Z	ζ	zeta	Σ	σ,s	sigma
H	η	eta	T	τ	tau
Θ	θ	theta	Υ	υ	upsilon
I	ι	iota	Φ	φ	phi
K	κ	kappa	X	χ	chi
Λ	λ	lambda	Ψ	ψ	psi
M	μ	mu	Ω	ω	omega